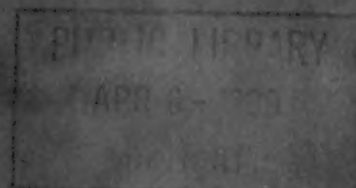


RECREATION

— April 1939 —



May Day Celebrations

Sunbeams for Footlights

By F. Ellwood Allen

Dramatics for the Camp Community

By Kate Hall

Multiple Use of Recreation Facilities

By James V. Mulholland

Leadership, Organization and Program Making
in
Boys' Club Groups

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Triumphant Living

WHAT CAN BE done to make "every man a king," "every life a masterpiece"; to help every man "to play a real and significant part in life's great game"; to enable each youth to "sing his song"; to make life a "glory and not a grind"; to bring it about that every one shall be "happier than the happiest of us now are," that "the habitual state of happiness should be greater than the happiest moments most people have experienced."

True it is that "the most valuable thing which comes into a life is that experience, that book, that person, that incident, that emergency, that accident, that catastrophe—that something which touches the springs of man's inner nature and flings open the doors of his great within, revealing its hidden resources."*

The purpose of the recreation center is life—life in all its fullness—life that runs, that sings, that lifts, that has power, that flows back into the home, the church, the factory and gives greater meaning to everything that happens from hour to hour and makes even silence and rest more significant.

A recreation center that is only a recreation center is not so much—any more than a school that is only a school. Few persons praise the old-time saloon of the nineties and yet there were certain qualities in those saloons that the community recreation centers of today have not yet captured—a depth of reality, genuineness, vitality—no imitation, no phoniness. A newsboy, unsympathetic to the saloon, for years going in and out of many of them, could not help feeling the saloon keeper's nearness to his people, his simplicity, his understanding of men—of their joys and their sorrows, his natural gifts of leadership, a knowledge of life beyond the academic and the bookish. Here, rightly or wrongly, men felt that they lived.

Some recreation centers—but only a few—have caught the best of the reality and the vitality and the simplicity of certain of the old-time neighborhood saloons of the nineties. There is no reason why the recreation centers of the country as a whole should not somehow find that same vitality, that same closeness to the soil, that same closeness to the immediate joys and sorrows of the common man. The professional glad-hand never takes the place of sincere human interest.

Only a small percentage of men are born with the qualities that make for a good community recreation worker, that make for leadership for happy, triumphant living. For these few training of course is most important. Society some day will not waste these few so gifted on jobs that are much less important than leadership for triumphant living now.

HOWARD BRAUCHER.

* This quotation and the phrases are from "How to Get What You Want" by Orison Swett Marden, published by Thomas Y. Crowell Company, New York City.

April



Courtesy Passaic County, N. J., Park Commission

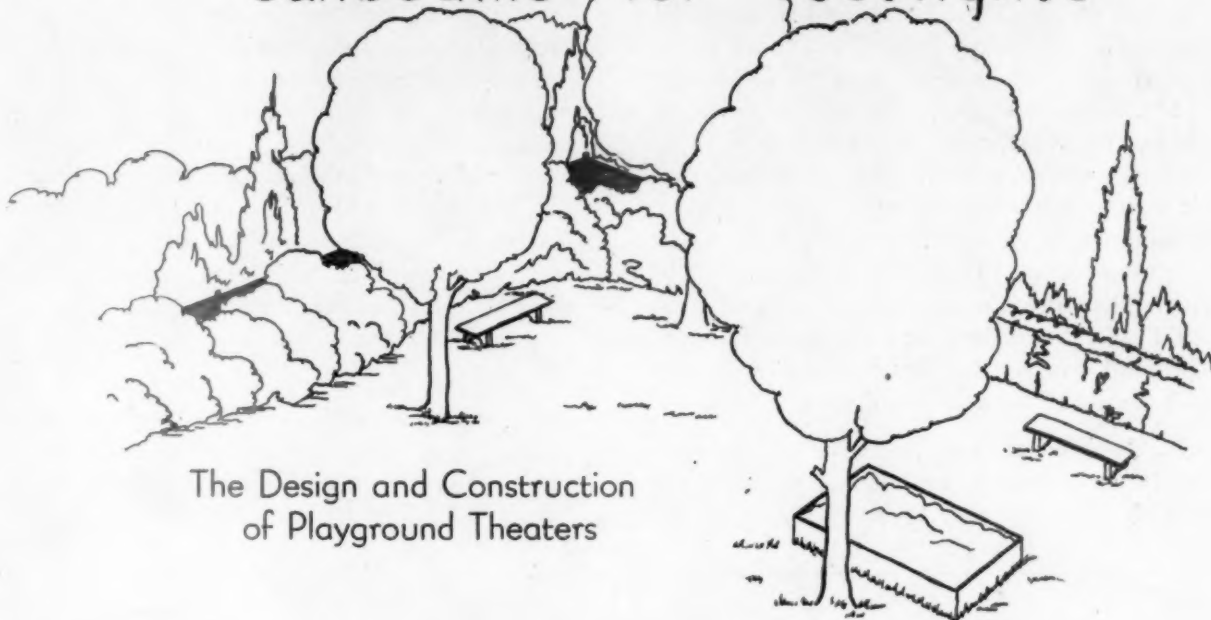
SKY DREAMS

Far from this stale city,
Among the quiet hills,
Where brooks their songs are singing,
And the laurel glory thrills.

My heart to joyous rhythm,
There my thoughts in crystal gleams
Rise out beyond the morning
To the sky's highway of dreams.

—Rex M. Cate, Manhasset, N. Y.

Sunbeams for Footlights



The Design and Construction of Playground Theaters

By F. ELLWOOD ALLEN
National Recreation Association

EVERY PLAYGROUND should provide opportunity for creative expression through handcraft, music and creative art. All children, and most adults, for that matter, love to express themselves dramatically, and it is because of its part in helping to satisfy this secret yearning that the theater has become so valuable a facility in a well-balanced playground development. The word "theater" must not be given too literal an interpretation, however, because physical and financial barriers often demand that much be left to the imagination.

Sunbeams for footlights, grass for the stage floor, the sky for a canopy, and perhaps the leafy limb of a tree for the proscenium arch—these are nature's contributions to the theater of childhood. It is in this secret spot, a new world of the playground, that dreams become pulsating realities. To understand children is a prerequisite to understanding the design of the playground theater. Old formulas must be thrown away and we must become as children if we are to overcome successfully the obstacles that confront the designer.

In the general classification of outdoor theaters, ranging from the gigantic stadium bowl to the simple naturalistic hillside overlooking a level clearing in a fragrant woods, the playground theater seems somewhat removed except when introduced as a facility in some of the larger and more extensively developed playfields. The small playground theater differs fundamentally from other outdoor theaters in its functional use. Here the emphasis is placed upon the participant rather

than on the spectator. Plays are produced not so much for the purpose of entertaining an audience but primarily for the value of creative dramatic expression. In the playground theater a simple charade prepared on the spur of the moment may constitute the dramatic high point of the day.

It is obvious that the playground theater need not rely on elaborate settings and props for stage effects, and as its use is confined almost entirely to morning and afternoon hours, there is no problem of artificial lighting, for sunbeams are the footlights.

The type of playground theater depends on a number of factors: size and topography of the play area; extent, size, and arrangement of other facilities; and the need as demonstrated by the enthusiasm and interest of the community.

The playground theater may be one of three distinct types which, for want of a better description can be classified as informal, semi-formal, and formal.

The Informal Theater. This type is recognizable as a theater only to those who have claimed it as such. A quiet corner of the playground, a shady spot under a tree, or an open stretch of lawn can easily qualify. There is no defined stage with wings or backstage area, no space especially designed for spectators. In fact, there are none of

May Day Celebrations

THE TRADITIONAL May Day celebration is heightened in importance year by year. There is probably no single holiday which arouses in children and adults alike so keen an appreciation for the truly poetic, for the beautiful in nature, as does May Day with its traditions and customs perpetuating the worth of everyday living. The traditional May Day, with its beribboned Maypoles, animated dancers, and merry songsters, has unusual charm and appeal whether in an atmosphere of simplicity or in a more elaborate setting.

May Day celebrations offer those in charge unlimited opportunity to give full play to their powers of imagination and their ability. The director may reveal his knowledge and skills by successfully adapting the traditional May Day to the theme chosen. In doing this his technical skill in craftsmanship, stage setting, costuming, dancing, singing, stunts and games is plainly displayed. Most important of all is the demand made upon his ability to inspire participants to such a degree that they will lose themselves in the characters they portray.

Outstanding festivals are the outgrowth of careful planning and skillful direction. Continued progress and growth call for a still greater appreciation of the fundamentals which constitute a traditionally correct May Day. Unless a May Day celebration embodies the folk traditions and customs which are universally recognized as typical of the welcome to spring; unless it shows an appreciation for such classical observances as the crowning of the May Queen, processions, rituals, ceremonies, dancing, music, singing, games, dramatic interludes, correct costuming, and the winding of the Maypole, it will not be recognized as an authentic May Day celebration.

Program

The May Day theme, if based upon a central story or

"I have seen the Lady of the May
Set in an Arbour (on a holiday)
Built by the May-pole, where the
Jocund swains
Dance with the Maidens
To the Bagpipe strains."

—From Browne's *Pastorals*.

play, gives pleasing continuity and dramatic interest. There is a rich store of legends and information connected with any of the following suggested themes and characters.

Conflict Between Winter and Spring. Suggested characters:

Jack Frost and his Sprites, Snow Flakes, Wind, Snow, Sunbeams, Flowers, Lady Spring and Attendants, Flower Girls, Garland and Basket Dancers, Spirit of Spring.

Awakening of Spring. Suggested characters: Winter, Snow Lady, Spring, Butterflies, Flowers, Summer, Autumn.

Spring in the Garden. Suggested characters: Snow, Rain, Weeds, Flowers, Gardeners, Birds, Butterflies.

Spring in the Forest. Suggested characters: Trees, Woodmen, Nymphs, Dryads, Rabbits, Brownies, Fairies.

The Myth of Ceres and Proserpina. Suggested characters: King Pluto, Maidens, Flowers, Villagers, Phoebus and Sun God, Mercury. (Refer to story.)

Fairy Tales such as "The Sleeping Beauty," "Snow White," "Cinderella," etc. (Refer to stories.)

Going A-Maying in Merrie England, or Revels of Robin Hood and His Merrie Men. Suggested characters: Herald, Trumpeters, Robin Hood and His Merrie Men, Woodmen, Chimney Sweeps, Jack o' the Green, Village Groups, Milkmaids, Gypsies, Shepherdesses, Haymakers, Alan-a-Dale, Ellen-a-Dale, Queen's Attendants, Maid Marian, Jesters, Archers, Strolling Players, Tumblers, Jousting, Pyramid Builders.

May Day in Many Lands. Folk customs, dances, music and games of many nations may be used.

Plays

"The Enchanted Maypole." A pageant-play by Marion C. Holbrook. Relates to the first Maypole in America, closes with a May Day program. Included in *Little Plays for Little People*,

Is it too much to hope that through May Day observances we may recapture something of the joyous spontaneity and the happy social intermingling which were so large a part of life in older days? Folk customs and festivals are as significant today as they were in the fifteenth and sixteenth centuries. Let us continue, through such festivities, to glorify the rich heritage which has been preserved for us. And let us make more meaningful our everyday recreational activities by dramatizing them in a complete and beautiful festival observance.

compiled and edited by A. P. Sanford and Robert Haven Schauffler. Dodd, Mead and Co., 449—4th Ave., New York City. \$2.50.

"May Treasure." A short play for children. Included in *The Knight of the Funny Bone and Other Plays for Children*, by Frances Cavanah. Walter H. Baker Co., 178 Tremont St., Boston, Mass. 60¢

"Little John and the Miller Join Robin Hood's Band," by Perry B. Corneau. A play in 2 scenes for 7 boys and extras. Old Tower Press, Lockport, Ill., 35¢

"May Treasure." A short play for children. Included play for the grades and junior high school. Roman Floralia, Old English and modern May Day episodes are included. N. R. A., 15¢

"Troubadours of Provence," by Marion Holbrook. A May Day fragment for high school or college use based on the old Provençal custom of holding a tournament of song each May Day. N. R. A., 10¢

"Pageants and Festivals Suitable for May Day Celebration." This bibliography will be sent upon request by the National Recreation Association.

Dances

May Day is a time when a variety of folk and other dances may be used.

English Country Dances

The following are available separately for 25¢ each from the H. W. Gray Co., Agents for Novello and Co., 159 East 48th St., New York City. Dance directions and music included.

Gathering Peascods	Sellinger's Round
Mage on a Cree	Ruffy Tufty
Ribbon Dance	Sweet Kate

"An Introduction to the English Country Dance," containing the description together with the tunes of 12 dances, by Cecil J. Sharp. H. W. Gray and Co., \$2.25. Includes the following:

Sweet Kate	Gathering Peascods
Ruffy Tufty	Mage on a Cree

English Morris Dances

The Morris Book, by Cecil J. Sharp, Herbert C. Macilwaine and George Butterworth, in five parts with descriptions of the dances. H. W. Gray Co., \$2.00 each part.

Part I—including:

- "Bean Setting" (Stick dance)
- "Country Gardens" (Handkerchief dance)
- "Rigs o'Marlow" (Stick dance)
- "Blue-Eyed Stranger" (Handkerchief dance) and eleven others

Part II—including:

- "Old Mother Oxford" (Jig)
- "Jockie to the Fair" (Jig)
- "Rodney" (Stick dance) and thirteen others

Morris Dance Tunes (music for the above dances) collected from traditional sources and arranged with pianoforte accompaniment. H. W. Gray Co., \$1.50 each set.

Set I—including:

- "Bean Setting" (Stick dance)
- "Country Gardens" (Handkerchief dance)
- "Rigs o'Marlow" (Stick dance) and five others

Set II—including:

- "Blue-Eyed Stranger" (Handkerchief dance) and six others

Set III—including:

- "Rodney" (Stick dance)
- "Jockie to the Fair" (Jig)
- "Old Mother Oxford" (Jig) and six others

Folk Dances

Folk Dances and Singing Games, by Elizabeth Burchenal. A revised collection of 26 folk dances of Norway, Sweden, Denmark, Russia, Bohemia, Hungary, Italy, England, Scotland and Ireland. Music, full directions and numerous illustrations are given. A number of dances have been incorporated which did not appear in the original volume. G. Schirmer, Inc., 3 East 43rd St., New York City. Board, \$1.25; Cloth, \$2.75.

Folk Dances from Old Homelands, by Elizabeth Burchenal. Music and detailed descriptions of 33 folk dances from Belgium, Czecho-Slovakia, Denmark, England, Finland, France, Germany, Ireland, Lithuania, Poland, Portugal, Russia, Spain, Sweden and the United States. G. Schirmer, Inc. \$1.50

Proof of a Revised Edition of "Good Morning," by Mr. and Mrs. Henry Ford. Comprehensive collection of plain quadrilles, contra-dances, lancers, minuets, reels, schottisches and round dances. Steps and calls are given and music for each type. Dearborn Publishing Co., Dearborn, Michigan. 15¢

Maypole Dances

Second Folk Dance Book, by C. Ward Crampton. A. S. Barnes and Co., 67 West 44th St., New York City. \$2.40. Collection of 32 new folk dances with music and descriptions. Includes Swiss May Dance, Maypole Dance, and Cornish May Dance.

Popular Folk Games and Dances, by Mari R. Hofer. A. Flanagan Co., 920 North Franklin St., Chicago, Ill. 75¢. Contains 54 games and dances of different nations with music, words and instructions. Includes: Swiss May Dance and the Cornish May Dance.

Dances Suitable for Court Attendants or Flower Groups

"Dance of Greeting" included in *Twice 55 Games With Music*, C. C. Birchard and Co., 221 Columbus Ave., Boston, Mass. Edition with melody and words, 25¢; complete edition (piano accompaniment only), 75¢.

"Hunsdon House." Dance directions and music available from H. W. Gray Co. 25¢.



Courtesy Department of Playground and Recreation, Los Angeles

Processional

March of the Priests—Mendelssohn
Coronation March—Meyerbeer

Singing Games

The singing game is one of the earliest forms of recreation and may well be included in the May Day program. Children in the audience may be invited to participate informally in these. One might use such games as "Rabbit in the Hollow," "Ride a Cock Horse," "Shoemaker's Dance," "Farmer in the Dell," "Did You Ever See a Lassie," "Here We Come Gathering Nuts in May" and others.

References:

Twice 55 Games With Music. C. C. Birchard and Co. Edition with melody and words, 25¢; complete edition (piano accompaniment only) 75¢.

Folk Dances and Singing Games, by Elizabeth Burchenal. G. Schirmer, Inc. Board, \$1.25; Cloth, \$2.75.

Children's Old and New Singing Games, by Mari R. Hofer. A. Flanagan Co. 50¢.

Songs

Songs of May Day are legion, and there are many fragmentary snatches of popular old songs

which are very appropriate. The list which follows is merely suggestive:

Come to the Fair
Galway Piper
Selections from Robin Hood
Fairy Song from "Midsummer Night's Dream," etc.

From the National Recreation Association you may obtain upon request a bulletin entitled, "Now Is the Month of Maying," which lists a number of spring and summer songs.

Other References

Heigh-Ho for a Merry Spring. Includes complete plans for a simple spring festival. N. R. A., 15¢. (Also appeared in RECREATION Magazine, April 1935)

The Festival Book, by Jennette C. Lincoln. Contains information as to early May Day customs, Maypole dances with the use of streamers, selected national folk dances adapted for Maypole festivals, suggestions as to accessories and costumes appropriate for such pageantry, as well as complete details for a pageant. In addition it has a section which would be helpful in regard to events which lead up to the crowning of the May Queen, the Pageant March, the Queen's Dance, the Wreath Dance, etc. A. S. Barnes and Co. \$2.40.

Bibliography on Dancing and Singing Games. N. R. A. 10¢.

Building the Program

Careful planning in building a truly beautiful May Day program is essential. In building the program, interest must first be aroused. This may be accomplished by poster pictures suggestive of the chosen May Day theme. Neighborhood libraries will gladly cooperate by displaying a few appropriate books in conspicuous places. These books should be descriptive of May Day customs, Robin Hood stories, nature myths, and tales of Spring.

May Day stories told during the story hour will further stimulate interest in the May Day. The children and adult participants should be told that the May Day observance is an ancient, world-wide rite, and not an interest peculiar to a few people. When children are participating in singing games, those typical of the May should be chosen during this period.

Greater excellence of performance will inevitably result from careful application of the following suggestions:

Greater spirit and interest will be given the program when entering groups remain to welcome and applaud succeeding participants. This helps to achieve an atmosphere of traditional revelry in the celebration of the May. Mass effects heighten the program.

Group singing as the May Queen is crowned gives greater meaning to this important ceremony. This also enables every participant to share in the honors bestowed upon the Queen.

Pleasing color schemes may be effected with colored crepe paper accessories.

Each participant should be effectively garbed, and care should be taken to fit the costume to the wearer. An adult should be made responsible for the fitting of costumes. Bodices should cover the top of skirt; correct and uniform hem lines are important; decision should be made beforehand just how many inches each costume should be from the floor. It is advisable in many instances for a participant to take his costume home the night before the performance for correct adjustment.

When a play is used in the May Day, the speaking characters should come close enough to the audience to be heard. However, dancing groups should be placed far enough back for good perspective.

A floral bower for the May Queen is much more effective than a plain throne chair.

Smoothness is one of the prime

Much of this material has been taken from information issued in bulletin form by the Department of Playground and Recreation, Los Angeles, California.

essentials in giving character to the performance. This fundamental festival technique should be increasingly adhered to, for any stops or breaks in a festival program are disastrous.

An English May Day

To make these suggestions more practical, an outline is given for an English May Day, "May Day Revel on Nottingham Green," an adaptation by Minnette Brodke Spector, Supervisor, Department of Playground and Recreation, Los Angeles, California. This festival, based upon the traditional Robin Hood story, is divided into three episodes. As a prelude, selections from De Koven's "Robin Hood" may be played, followed by a flower dance to the accompaniment of Scott's "Dance Negre." Group leaves the stage at completion of the dance.

At the beginning of each episode, a Herald, announced by two trumpeters, relates to the audience in a few lines, the action about to take place:

"Tis Sherwood Forest you now shall see,
In days of ancient chivalry;
Before you here shall live again
Bold Robin Hood and his Merry Men."

Episode I—Sherwood Forest. The scene of the first episode is in Sherwood Forest. As German's "Nell Gwynn" is being played, milkmaids, shepherds, and haymakers pass to their work on the outskirts of Nottingham. Robin Hood and his Merry Men enter, as Alan-a-Dale summons them with his hunting horn. As they proceed into the forest, they frolic and sing "A Hunting We Will Go" by Buccolossi.

Episode II—Nottingham Fair. After the Herald announces the change of scene from Sherwood Forest to the Nottingham Fair, merchants enter and arrange their wares in various stalls which have been set up as part of the scenery.

As music of "Woodland Whispers" by Czibulka is played, a pleasing atmosphere is created as groups of haymakers, shepherds, and milkmaids pass to and fro. The villagers then enter spiritedly, led by the Burgomaster singing Martin's "Heigh-ho! Come to the Fair." During the singing the revellers enter, and upon completion of song they beckon the villagers and all to join in "Sellinger's Round." When the dance is finished, all sing "Twickenham Ferry" by Maizails. A cry for another dance follows the song and all dance "Sweet Kate."

(Continued on page 44)

Science Indoors and Out

By

H. HENRY PLATT



Elizabeth Peabody House in Boston believes that children should have the opportunity to experiment, to explore and to carry on scientific research

WALT WHITMAN has told us, "The truths of the earth continually await." We know that they await children everywhere. Our challenge is to help boys and girls to find them, to give them greater opportunities to discover things for themselves, to get them acquainted with the out-of-doors, to show them how things grow, and how to become aware of the wonders of the world; in short, to experience nature at first hand.

At Elizabeth Peabody House in Boston, we have discovered that children from seven to fourteen years old are especially eager for opportunities to handle, experiment and discover things for themselves through science. In small groups of eight to ten, under the leadership of volunteers from colleges and industry, we are offering them such opportunities. But we always have more eager applicants than our groups or equipment can care for.

In the crowded West End of Boston where this settlement house is located, housing is a serious problem. Many children have no playground but the gutter. There is little room at home. The street is the natural meeting place. Even in better neighborhoods and bigger homes children are often sent out of doors to play because their parents can't be bothered with their questions or can't answer them. So the Science Department at Peabody House provides one answer for the eager questions of the under-privileged child and an opportunity to do many things.

Because the children so eagerly desire to participate in such activities, the work of the science clubs seems important to us. This is especially true when

we consider that many schools do not offer science courses in elementary or junior high school grades. In the Boston public schools, science is not offered until the seventh or eighth grades. In the ninth grade it is an elective. If a pupil is taking a college course, he usually takes ancient history instead. In the high schools science courses usually do not begin until the junior year. In some such courses there is little or no laboratory work, in which case the teacher performs the experiments and the pupils copy the facts into their notebooks.

About a hundred and fifty children take part in the science activities at Elizabeth Peabody House. It is our concern not only that these children shall become acquainted with nature and develop scientific interests, but that through these avenues they shall develop good habits for work and study. After experimenting for more than twelve years with our science program, we believe it has demonstrated that science teaching gives valuable preparation for life and citizenship. We are ambitious to see similar science clubs and related out-of-door projects developed until they can reach the thousands of children, not only in the West End but in all of greater Boston.

In our Science Department general sciences are the basis of all our club work, including nature study, astronomy, aircraft, photography, chemistry, physics, biology, and the "science of common things."

All these open exploratory paths for the under-privileged city child from seven to eighteen. We respect the value of the science instruction in the schools and the groundwork which it provides, but we feel that there

Mr. Platt, who is director of the Science Department of Elizabeth Peabody House, presented this paper at the Natural Science Section of the Outdoor Recreation Conference held at the Massachusetts State College on March 12, 1939.

is still a large opportunity to be helpful to these children in the out-of-school hours.

We try to make it an adventure. A philosophy of wonder governs all our science work. We lead the child into the adventure of discovery and the even greater adventure of building his discoveries into a fabric of fact. We want to use the natural curiosity of childhood and to stimulate that quality in those who may seem at first to have but little of it. For why should a boy wait for college to raise tadpoles from frog's eggs, or to study plant molds, or scoop specimens from a pond? Why shouldn't he learn to know a flower by its leaf, an animal by its tracks, a tree by its bark? Our youngsters have been eager to know the whys of growing things; to find out not only how a machine runs, but why. They are interested in the stars, and eager to find and see the hidden beauties of the world.

Elizabeth Peabody House has always sought to make the most of its community resources, and has been interested in more extended use of the Metropolitan Park system for citizens, and especially for children. But transportation and leaders make getting these children out on Saturdays, Sundays, and after school something of a problem. Fortunately, the Middlesex Fells is near at hand. There a child may tramp for miles without hearing even the honk of an automobile. And there is also the Blue Hills Reservation and the nearby seashore. Once there, children may enjoy themselves to their hearts' content.

Our science program is carried on throughout the year, for the environs of Boston afford facilities for studying forestry and geology, and for collecting specimens. In the summer, much of our science work has been done at our camp in Sharon, Camp Gannet, only twenty-five miles from Boston. Its location is ideal for nature hikes, exploration, and the collection and preparation of nature specimens.

A Camp Museum

Until the hurricane leveled it, we had a museum at camp. There the science work was planned in summer, although the program was carried on out of doors. But it provided a headquarters and a clearing house for projects and a center of activity. It was an old building with an air of mystery about it—a former garage, rebuilt, painted and transformed by the campers themselves. There were two rooms

with screened windows on all sides. The rooms were carefully dusted and cared for by the museum "curators," appointed to such posts of honor by the campers because of scientific knowledge. The larger room was used as an exhibition hall, the smaller for the biological laboratory. All equipment, shelves and exhibit cases, were built by the children from scrap lumber and chicken wire.

Picture a group of boys taking turns in carrying in a pail full of interesting things for display; or a proud camper, exhibiting to his family on visitors' day the leaf prints which he had made, or his rock collection, or the camp curiosity corner and charts explaining the growth of trees, or the thousand and one things to be seen.

The camp museum was an open book, exhibiting the wonders of natural science as they revealed themselves to children. Exhibits varied from time to time and might include anything from leaf prints to exhibits of the life cycle of an insect, or studies of soil conservation and erosion control. The biological laboratory facilitated the study of the development of fish and frog eggs and such microscopic organisms as could be found in fresh water pools, and was the center for preparation and construction of museum exhibits. The boys also built a turtle pond and a rock aquarium to house specimens.

And a Nature Trail as Well

One of their most interesting projects was the nature trail. There the campers learned to study "nature in the raw," and many fascinating experiences were theirs. They learned not only how things look, but how they smell and taste and sound. Cleverly written little waterproof tags, placed near things to be observed, marked the trail and lured one on. First came a bird sanctuary started by campers. Then a termite colony, with headquarters in an old tree stump. One division of the trail leads to the beach, where swamp life might be studied in a nearby pond. Along the trail were challenging charts and questions. And at the end of the trail stood the museum.

Nature Instruction Programs

Correlating the indoor and outdoor aspects of the program are the nature instruction pro-

grams. These include studies of birds, flowers, trees, insects, rocks, stars, aquatic life and animal life. The textbook is nature itself, with the camp library for reference. Collections are made for the museum. Work is done on the nature trail. Nature handcraft is thoroughly enjoyed, particularly by the younger children, who make smoke prints of leaves to take home.

An outstanding contribution of the forestry class was the construction of an Indian village. Some years ago a small piece of land was reforested by the children and an Indian village was built of the salvaged trees. It consists of a small clearing in the woods with four leans-to, a council ring, flag pole, and a small place for outdoor cooking. The village has been used for overnight camping parties and for classes in pioneering. During the season when girls are at Camp Gannett, the village is used for sleeping quarters for boys. The village provides for them a suggestive illustration of the values of pioneer organization and the principles of forestry and woodcraft.

Projects which include research and special work by the children stimulate competition and give opportunity for the recognition of achievement. The child receives a mimeographed certificate signifying that he has become a junior forester, a naturalist, a biologist, according to his accomplishment, and is given a special place at council fire ceremonies. The children work hard for such recognition and receive their certificates with great enthusiasm and appreciation.

For children who do not stay for long periods at Camp Gannett, there is a special all-day and overnight program. Such children are taken almost daily to camp from Boston in small groups. They sleep in the Indian Village, if they remain overnight, and do their own cooking. Every moment of their stay at camp is full of interest for them.

During spring vacation, nature institutes are held at the camp, and science clubs are brought out from Boston for special programs such as tree study, or the collection and suppression of insect pests. These programs have interesting speakers and are illustrated by movies.

Indoor Science Clubs

From the beginning it was felt that a properly handled science program should be a year-round one. Such a program can be exceedingly helpful in aiding the child with his school work. Geography, history, painting, drawing, reading and many other activities which were formerly considered dull tasks often take on new interest through the light which a science program can shed upon them. Although in summer the program is properly almost entirely an out-of-doors one, it is natural when school begins in the fall to continue the program in Elizabeth Peabody House.

The dream of many a boy is a complete laboratory of his own where he can experiment and discover things. To many children who participate in our science activities, this dream becomes a reality. Our equipment is not elaborate. Most of it was donated by interested individuals and institutions. We do, however,

Members of the Science Department of Elizabeth Peabody House preparing their exhibits for the Fifth Annual Science Fair held last February



have a room equipped with laboratory tables and gas and running water, as well as a small dark room for photography. Lack of equipment has made adequate apparatus and sufficient supplies a challenge in themselves. With the help of an art instructor, test tube racks have been made from old plywood. Glue bottles were turned into alcohol lamps. And from time to time discarded materials have been donated from college laboratories, often bringing with them the active interest of the donating professors.

It is easier for a settlement to get volunteer leaders for science groups than for other types of work. For this reason a varied program can be offered. By using the particular interest of the child possibly photography or chemistry—and limiting membership in a club to ten, the initial interest can be widened to include an almost limitless range of supplemental activities in such fields as aircraft, biology, and many others. One group may want to prepare newspaper, another to broadcast a radio sketch, and there is a steady growth of interest.

Our various science clubs begin to work with boys and girls as young as seven, and some members of our groups are as old as eighteen or twenty. The activities include experimentation, popular science talks and demonstrations, trips to industrial plants or museums, radio broadcasts, publication of science news, and opportunities for members to get practical experience in the application of science to their every day lives. The clubs meet once a week for discussion and laboratory work. The children study and experiment at home. In addition, there are special meetings which supplement this program.

Annual Science Fair

Each child is encouraged to tackle a problem and continue research in it until he has found the solution. Once a year the work of the individual and of the clubs crystalizes at the Annual Science Fair with its exhibits and demonstrations. The clubs choose their own subjects, and the individual members of the group work on research projects, helped by the club leaders who act in an advisory capacity.

The Annual Science Fair usually presents exhibits prepared by about 150 boys and girls. These are not ordinary, "dead" exhibits. Every exhibitor is on hand to demonstrate and ex-

plain the results of his research. Numerous industrial, educational, and scientific concerns cooperate with advice and technical assistance. The projects presented are important commercially, or in their presentation of scientific information.

Last year about 2,500 people attended the Science Fair in the four hours that it was open to the general public. News of the fairs is covered by the leading press and radio agencies. Some of the Science Fair exhibits, such as the chemical man which was exhibited two years ago, attracted widespread attention both on the radio and through the press. The exhibits are of value not only to their makers but to parents and the general public. They give the children an opportunity to interpret what science means to them, and what can be done by such clubs. They give the individual child a sense of achievement in the application of what he has learned.

A Group Enterprise

The aim of our program has been group enterprise, carried on by the individual members of the group under the leader's guidance. The scientific problem selected must be such that it can be divided among the individuals and then worked out in group experience.

Take, for instance, the problem of oxygen and its relation to daily life. Members set out to find out what oxygen is, where it is found, its manifold uses, and then to relate these facts to their daily experience. Centering all activities of the group around one such problem at a time, the work proceeds through planned experiments, demonstrations, notebooks, editing a science journal, collection of specimens, and the planning of exhibits. All these train the hands, eyes and minds of the boys. Concerning the problem, we ask—What are you trying to find out? What are you going to use? What did you particularly observe? What are your conclusions? How do they apply to everyday life? And on these questions we base our outline for experiments.

Last year and the year before, the General Electric Company invited one of our outstanding boys to go to Schenectady, New York, as the company's guest at its laboratories to participate in a non-commercial radio program called "Excursions in Science." In 1937, the

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Leadership, Organization and Program Making

in Boys' Club Groups

A few suggestions
for democratic pro-
cedure in the boys'
club program



Courtesy Iowa WPA

INCREASINGLY leaders of youth are coming to believe that the most effective results in youth development are obtained not through direct verbal instruction, but rather within a favorable, stimulating and happy environment containing the right living relationships and large opportunities for engaging in interesting, worthwhile activities of varied kinds.

The following suggestions are designed primarily to be of help to those leaders who are concerned with questions of recreational leadership, organization, and program-making in boys' club groups. Many of the principles and procedures recommended, however, will apply equally well to girls' clubs.

General Observations and Principles

In work with recreational groups and clubs an informal, friendly, democratic atmosphere should be maintained in which unnecessary institutional restrictions and controls are absent.

Basic to effective work is an adult leadership with the disposition and capacity to respect the individuality of each member of the group, and possessing insight into youth nature and needs, understanding of democratic procedures, and broad social and cultural equipment and vision.

Not only must the environment be informal, friendly, and democratic, but also rich in stimula-

tion to enjoyable and creative participation and expression.

If richness of experience is to be made possible, a plan must be developed that encourages the expression of individual interests and abilities on the part of the members. The fullest recreational expression of the members is the aim, and not the execution of some ready-made program.

Full freedom must be provided for members of the group to make and execute plans on their own level of interest, need, and ability, and at their own pace.

Since the individual is the focus of concern, each member should have a sense of being important and of having status in the club. The sense of "at-homeness" and of "belonging" is one of very strong force in work with boys of club age.

All members should share in the obligations as well as the privileges of the club. Responsibility and self-direction are essentials in democratic citizenship and are learned through acceptance of responsibility and of the consequences of one's own acts or the acts of his group.

Potentially, the program of the club is as broad as the total range of experiences and relationships that grow out of the common interests and activities of the members of the group. Actually, the program of the club will and should be limited by factors of time, the nature of the sponsoring

agency, aptitudes and interests of the leader, and the adequacy of physical facilities.

It should be kept in mind at all times that the individual boy, with his distinctive needs, differences, and interests, is our constant and dominant concern, and not the promotion of any particular organizational scheme, or any particular set of activities, or the realization of any preconceived skills or points of view. The leader is interested in activities, of course, but chiefly to the extent that they conform to individual and group interests and needs.

Leadership

In club work, as in any work involving human relationships, leadership is the key factor. Any person who assumes responsibility for the group experience of boys in their leisure time is assuming a task of tremendous proportions. Let no one take the responsibility lightly; the human values involved are too important. Consider the following suggestions regarding leadership.

The leader should be emotionally mature. This is utterly essential to proper leadership. Whatever the nature or purpose of the club, the leader's personality will have its influence on the boys. Emotional immaturity unfits the leader for doing the best job possible.

The leader should be interested in seeing boys grow as happy, constructive, self-responsible citizens.

The leader should be committed to the democratic respect for personality, and should know and practice the techniques of democratic procedure at all times.

The leader should be equipped with patience and a large sense of humor. Human growth is a slow process.

The leader must always be honest and dependable in all his dealings with the group. If a leader thinks he can deceive a group of boys regarding his motives and desires, he deceives only himself.

The leader is both counselor and "pal." He must, therefore, maintain a certain dignity without becoming stilted and grave in his manner, and must maintain the natural relationship of friend without becoming sentimental in manner.

The leader should understand "boy psychology." He should understand and have respect for the longings, ambitions, interests, desires, urges, and problems of boys of club age. Without this understanding and respect he cannot ever guide

the recreational experiences of his boys as he should.

It is not enough that a leader should understand "boy psychology" in general. He should know each boy in his group—his interests, capacities, problems, and needs. Among other things this means an understanding of the social forces in the community which are affecting the boy's life for good or for bad. For example, if it is at all possible, it is wise for the leader to become acquainted with the home life of each boy. He should also know the several organizations to which the boys belong and what the several social agencies are doing which are trying to serve the boys' leisure time needs.

The leader should be attractive in personal appearance, fair and open-minded in all his behavior, and versatile in his ability to follow out interests which develop in his group.

The leader should be an active citizen in his community, fully alive physically, enjoy social relationships, and be a constant student of current social thought and movement. Boys' club work, it must be kept in mind constantly, is much more than a matter of amusing boys. It is a matter of helping them to become capable of increasingly more complete living. The leader, therefore, must be growing constantly in the completeness of his own life—physically, morally, spiritually, socially.

Organizing a Club

One of the most basic things to keep in mind in connection with the question of organization is this—*there is no one fundamentally sound basis upon which all types of groups should be organized.* In previous suggestions it has been urged that the individual is the focus of concern and that the "club process" is simply an effective means for contributing to the individual in terms of his recreational interests, capacities, and needs. If this is our point of view, then it seems clear that the form an organization assumes should be suited to the peculiar purposes which are to be realized by the group. Thus Club A and Club B may have different forms of organization because of the different purposes of the two groups. Furthermore, form of organization assumed by Club A may change from time to time as Club A changes its purposes. In short, organization should always be secondary to purpose; it is a means, not an end.

Present practice in connection with organization is extremely varied. For example, one leader may rush into the task of organizing his club the first time he meets them. He attempts to place upon them some type of standard ready-made organization machinery. This leader is at one extreme of the organization scale. At the other extreme is the leader who allows the purpose and the activity of the group to determine its organization.

Let us look briefly at certain types of groups as they relate to leadership and organization.

There is the club which is discovered after it is already formed, in which some natural motivation has brought the boys together and created the group consciousness. This group may be adequately unified from the start, knowing what it wants, and proceeding to put its wishes into practice. This club will require little direction from the leader during the first few meetings. His concern should be to suggest such organizational machinery as will protect the original interests of the members, preserve their initiative and self-dependence, and give encouragement to further group effort and to the broadening of purpose.

There is the club which is already formed when the leader comes to it, but which is wandering about both in its purpose and program. In such a situation the boys need the leader's help in clarifying their ideas and purposes. Organization of such

quantity and type will be needed as will clearly develop the club purpose, make easy the carrying through of club efforts to successful conclusion, place upon each member responsibility which he is capable of achieving, and expand the satisfactions of each member of the group.

There is the group which is yet unformed when the leader comes to it. It may be a neighborhood group of boys which a leader desires to organize into a club. It may be a group of boys in a church or in neighboring churches. It may be a group of boys with one or more common interests in a community center. In any event, the leader and the boys must make clear to themselves the interests and purposes that animate them and must devise such organizational machinery as will make the club an effective vehicle for the expression of their interests, and as will stimulate the club to broaden and enlarge its interests. At no point in the planning of the organization is the leader justified in forcing his ideas and plans upon the club. He must endeavor to sense the latent interests of the group and its capacities and suggest organization procedures and program activities in line with them.

In making plans for the organization of any new group, it should be kept in mind that before persons of any age act in accordance with a plan, *they must be ready to act.*

There are two very good rea-

Whenever possible, the program of the boys' club will include winter sports



Courtesy Reading, Pa., Department of Public Playgrounds and Recreation

sons why a leader who tries to "put over" on a club his own objectives and program has not adopted the best procedure: (1) To the extent that the leader has prepared group opinion in advance so that the members are in readiness for his suggestions, to that extent will the conditions be favorable for success. If readiness is not created, the program or policy proposals of the leader start under a definite handicap and each step that follows in the development of the leader's plans may easily develop hostility. (2) The chief argument against the attempt of the leader to "put over" his own created plan, even if the group should be receptive, is that through this procedure the boys are being denied the opportunity to know the joys of choosing, planning, and creating. We learn initiative by being given the opportunity to initiate. If we are concerned with producing boys who know how to develop intelligent and responsible plans and purposes, we must give them this opportunity in their club work. If a leader would maintain the interest of his boys on an ever increasing basis, he should so guide a project or activity or plan that the boys share experience with him and with each other at all stages of the development of the project.

The Mechanics of Club Organization. In line with the foregoing discussion, it is obvious that the first meeting of the group should be directed by the club leader, not for the purpose of "selling" some pre-arranged scheme of his own, but to guide the group in frank discussion of the aims and purposes of the club. The purpose of this first meeting is as much to get acquainted as it is to discuss details of organization and objectives. Even if the members are "in readiness" to proceed with haste, it is wise for the leader to "slow down" the proceedings so that interests and purposes are clearly defined. The leader is concerned with developing a large amount of enthusiasm in the first meeting, but growing, cumulative interest is to be preferred to high enthusiasm of a superficial nature which is not based on full understanding of and loyalty to the interests then animating the members.

Such matters as choice of a club name, emblem, colors, slogan, password, code, initiation ritual, membership, relations between the leader and the club, meeting place, writing of constitution, election of officers, may be discussed in an informal manner without any motions or resolutions being passed. If, however, a number of these matters have been discussed among the members prior to

the meeting to such an extent that they are definite as to what they want, positive action may be taken at the first meeting.

Whatever the content of the discussions, they should be as informal as possible. If the group is too large to conduct a free round table discussion, it may be wise to adopt some form of parliamentary procedure even at this first meeting.

The meeting should not end without the designation by the group of a temporary chairman and secretary to function until a more permanent form of organization has been set up. A constitutional committee (three or five members) may be appointed or elected to draw up a constitution which will be presented to the group at its next meeting. The time and place of the next meeting should be determined. (See a later paragraph for suggestions regarding club headquarters.) Dues or an assessment may be collected in order to cover immediate expenses.

Again, it should be emphasized that the details of organization mechanics should be developed as the club functions and modified as the program grows and changes. Such organization features as colors, emblem, slogan, pass-word, code, and initiation ritual may be entirely out of harmony with the interests and purposes which the club program will carry out. Whatever the club aims may be the organization should be devised to fit these aims, and should be so flexible as to permit modification as club aims change.

Adoption of a Constitution. It is well for the leader to work with the constitutional committee in an advisory capacity during the drawing up of the club constitution. By all means avoid making the discussion and adoption of the constitution a tedious and interest-killing task. Depending upon the experience of the boys, the length of the constitution, and the number of debatable provisions in the constitution, it may be wise to consider only portions of the constitution at any one meeting. Whatever the final procedure decided upon, do not let discussions of mechanics interfere with the development of interest in worthwhile club activities.

The following outline is suggested as a basis for a constitution which can be used by most clubs. It can be simplified or enlarged in terms of the interests and purposes of the club members.

Outline of the Constitution

Preamble. The preamble states the ideals and purposes of the organization in general terms.

Article 1. Name of organization.

Article 2. Purpose. (If a preamble is not used, the purpose of the group can be stated at this point.)

Article 3. A. Grounds for admission of new members.

B. Membership quota (if any).

C. Method of application and admission of new members.

Article 4. Meetings and quorum.

A. Time and place of regular meetings.

B. Order of business (at regular meetings).

C. Provisions for calling of special meetings.

D. Number constituting quorum.

Article 5. A. Elective officers.

B. The terms of these officers.

C. Method of election.

Article 6. Duties and powers of each officer.

Article 7. Committees: A. Standing committees, appointed or elected, and terms of these committees.

B. Duties and powers of each standing committee.

C. Special committees.

Article 8. A. Minor officers (such as captains, editors, etc.).

B. Terms of office, and appointment or election.

C. Duties and powers of each of these officers.

Article 9. A. Method of drawing up budget.

B. Authorization and procedure in payment of bills.

Article 10. A. Method of replacement of vacancies in elective offices.

B. Method of impeachment of elective officers.

Article 11. Rules of parliamentary law. (Designation of authorities to be followed.)

Article 12. Method of amendment of constitution.

The foregoing outline may be modified in any way that the group sees fit. A number of the articles may be made into by-laws if the group so chooses. The form of the constitution is not highly important. The main point is to secure a practical working document which expresses the mind of the club members and is sufficiently flexible to fit changing purposes and activities.

Order of Business. Although it is not necessary for a club to adopt a regular order of business, experience has proved that the following of regular business procedure is in many cases a saver of time and effort. In most cases a regular order of procedure will involve: roll call, reading of minutes, recognition of bills and communications, report of standing committees, report of special



There is never-failing interest for boys in model airplane construction

committees, unfinished business, new business, and the planned program for that meeting. This or any other particular order of business may be suspended at the suggestion of the leader and the vote of the members. The reason for wanting to change order might be a planned special program which would consume all of the time available for the meeting, the absence of members who are interested in certain business, the fact that few are present when an important matter is due for consideration, or some similar reason.

Group Headquarters. The meeting room in which the boys have their headquarters and the buildings in which their work is carried on are important elements in the effectiveness and worth of the club program. The headquarters and work and play rooms can be so designed as to stimulate activity and to develop new interests. Members of a club should be able to feel as much at ease in their meeting room as they would in a vacant lot or in their own homes. We have earlier pointed out that the feeling of belonging, of "at homeness," is an important factor in boy development. The headquarters room should be simply furnished, with sturdy material, and clean. If it can be arranged, it is desirable that the boys furnish the room themselves in accordance with their own wishes. Meeting rooms in modern community centers, schools, or churches, which must be

shared by several groups, can be so arranged that groups of approximately the same age can share the same rooms and facilities and have easy contact with each other. Where it is necessary to use a school classroom as headquarters, the leaders must take responsibility for leaving the room neat and orderly at the close of the meeting. Pennants, banners, posters, and other decorations and equipment should be removed in order that the room can be used for class purposes the following day.

Discipline. Interest and environment, including group morale and opinion, should be utilized in controlling behavior, rather than direct disciplinary control and authority. When boys are interestingly and happily occupied, when quarters are attractive and roomy, when there is democratic cooperation in planning and carrying out policies and activities, there is little likelihood of what is generally called misconduct.

A membership that has been guided in assuming real responsibility and in functioning creatively will develop good group morale and standards and will only rarely require the direct exertion of adult authority. In no event should the leader attempt to superimpose upon the group his own "code of behavior."

Pledges to abide by codes or laws, even when voted by the group, are not desirable features of a club program. When confronted with a situation of misconduct or failure to adjust properly, the leader and those members of the group not involved in the situation should study carefully the underlying individual difficulties and attempt their correction rather than resort to punishment. This procedure is not as simple as the exertion of direct adult or group authority, but it secures infinitely better results in terms of "boy development."

Records. Within the life-history of any club it is always possible that there will be a change in adult leadership. To the end that the new leader may become acquainted with the problems and achievements of the club and its several individual members, it is wise for the leader to keep a personal record covering a number of informational items. For example, this record should contain a description of the original formation of the group,

its achievements, and its changing interests and activities. It should also contain information regarding the relationships of each member in the group, and general information regarding his home and neighborhood relationships. In short, the leader should preserve for his own use, and for the use of any future new leader, such information as will be of help in planning and carrying out a growing program of varied, interesting activities.

Simple attendance and membership records, as well as permanent records of the minutes of all meetings, will be kept by the club secretary.

Inter-Club Council. If several clubs are organized within a community center, church, school, or other agency, it is wise to have an Inter-Club Council composed of representatives from the various clubs. This Council can function in a number of ways. For example, (1) if the situa-

tion is a community center, the Council can study the purpose of a new club which is seeking membership in the center and determine whether the club is worthy of membership. (2) It can, in consultation with the community center director and his staff, exercise the power of conferring upon a new club a charter which is good as long as the

objectives are fulfilled as set forth in their constitution and as approved by the Council. (3) The Council can serve the important function of helping to establish the feeling on the part of the several groups that they are a definite part of the whole community center organization. (4) The Council can promote cooperative social and recreational activities involving the participation of all clubs.

Developing the Program

Types of Program Procedure. Procedures of program development in club work can be grouped into three general classifications:

There are clubs that are subjected to a minimum of domination by the adult leader and are fairly free to plan as they wish in terms of their growing interests and experience, but nevertheless function along time-honored lines of organization and program activities. They choose a name, elect officers, adopt a constitution, choose a pin and

"Everyone is interested in the boy. He is one of the most fascinating, baffling, intriguing problems in our civilization. Nothing is wrong with him. He just doesn't fit into life as we have organized it today. He needs the out-of-doors and we often coop him up in a city. His abounding energy calls for a forty-acre field, and we confine him in city streets and tenements. His unconscious protest we label cussedness, and his uncontrollable urge for fun we adults call lawlessness."—R. K. Atkinson.

colors, elect captains, appoint committees, learn parliamentary procedure, conduct hikes, play a few athletic games, arrange parties, and similar activities. This is the traditional procedure in developing a program and organization. We have set forth these procedures in brief detail in preceding paragraphs for any who may want to follow them.

There are clubs that specialize in some one activity, such as dramatics, music, athletics, nature study and activities, public speaking, etc. Such clubs are often highly valuable both to the members and to the larger program of the agency under which the specialized club operates. Even though it may be true that there are larger possibilities of personality growth and enjoyment in an expanded club program, there are situations in which a group interested in dramatics, for example, is not greatly interested in other forms of activity. The group leader, therefore, must not ignore the fact that interests may be highly specialized, so that the attempt to substitute a new activity for the original leads to resentment, irritation, and sometimes to disruption of the group.

There are clubs that develop a program in terms of their own most dominant group interests. In these groups the leader serves in the capacity of counselor, and responsibility and initiative are thrown upon the boys at every possible point. The starting point in these clubs matters little, just so a whole-hearted interest provides the original impetus to organization. With the whole-hearted interest as a foundation (whatever it may be), the group is helped by a wise, patient, and versatile leader to broaden its interests until its activities cover a wide field.

General Principles of Program Development.

The program should serve the needs of the group. A long list of activities does not automatically mean that there has been effective club work. The activities carried on are merely means by which the end of developing creative, happy, cooperative, democratic personalities is served. For this reason the program must always be flexible and varied and not traditional and mechanical.

The program should expand in terms of the expanding interests of the members. Needs and interests are not the same things. Present interests are always the beginning point in striving to realize aims that are based on needs. When we push program development ahead of interest and enjoyment, we lose our group. The central law of

learning is whole-hearted and enjoyable participation in activity. We learn most when we enjoy what we are doing and we tend to repeat what we enjoy. This is not to say that the leader must not strive constantly to broaden present interests of the members. If left to its own devices a boys' club may continue indefinitely to play basketball, without beginning to realize the possibilities for development inherent in even this comparatively narrow interest.

Discovering and expanding the interests of the club members is, then, a continuous process. The leader, therefore, must be constantly alert to note new interests as they appear and to give these interests opportunity for expression. We have warned previously, however, that it is important not to "force" an activity too much. A leader's enthusiasm for an activity does not always represent the enthusiasm of the group. Through conversation with individual members of the group from time to time, through friendly participation with them in their activities, through observation as they talk, work, and play, through studies of their hobbies, through tests and games of varied sorts—through these and similar means the leader can discover expanding group interests.

The program should be flexible and growing. The program should be so flexible that changes can be made as needs and interests come to light, so that there is constant adaptation. This does not mean that no activities may be started which will require a long period of time. On the contrary, it is wise for the group to map out a tentative program outline covering a period of months, but with such flexibility that new interests may be brought in and utilized at the first opportunity. There should always be enough variety introduced so that there is something to challenge and stimulate the members, and monotony voided.

The program should provide for a maximum of initiation and participation by the boys themselves. The importance of this principle becomes obvious when we recognize that the program is for the boys (and not the boys for the program), and that enjoyment and learning flow from creative planning and whole-hearted participation. Definite help from the leader is necessary in many cases, but his rôle is that of guide rather than that of dictator.

As long as an activity yields enjoyment to the boys, and as long as it continues to serve their needs, it should be continued as a fundamental

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What They Say About Recreation

"THERE IS SOMETHING new in the world today, something out of which a new and finer world can be built—and it is civilized leisure."—*Dr. Harry A. Overstreet.*

"I believe profoundly in democracy. Democracy is a living, vital thing, changing its pattern with the generations, and living because it changes. It has evolved through many centuries; it has known contributions from many races. But if history tells us anything at all about democracy, it is that the way to its achievement is not the way of compulsion but the way of freedom. No state ever became a democracy because it was compelled to be. Democracy is an outgrowth of the voluntary reactions of free people."—*Dr. Harry Woodburn Chase in Planning the Future with Youth.*

"We don't have to sell recreation in terms of some intrinsic goal. We can interpret it as it is. What it is is something which meets the basic needs of human beings. And we are striving to see whether it can also meet the needs of a democratic society. That is all."

—*Eduard C. Lindeman.*

"Children have got to have, first, the raw material out of which to build bodies, wills and personalities. Then we have got to surround them with every opportunity for development to their fullest powers. There must be a community acceptance of recreation as a vital part in community living. . . . We've got to begin thinking of recreation as a dynamic for character. . . . Crime and delinquency will never be reduced until the community decides to do something about it, to mobilize all its forces to meet clearly defined needs. You can't cut welfare budgets and crime budgets at the same time."—*Ethel Collester, President, Iowa State Parent-Teacher Association.*

"We make a ridiculous fetish of health nowadays. . . . Let us, therefore, give play, recreation, and the other popular arts their proper place beside the fine arts, and thus avoid the common error which degrades play to a medical instrument."—*Richard Cabot.*

"Beauty pays. And if we ever should attain to universal enthusiasm for it many of our sorest economic problems would disappear. We then would find more of the satisfaction in activities that are not costly. We would have a standard of living, as distinguished from the standard of spending. And that, after all, may be what we must have before we can climb the heights of satisfying life. On those heights dwells serenity, and serenity and beauty are sisters."

—*James C. Derieux.*

"Are we doing the best we can to prevent the delinquent child or youth from becoming more lawless and more of a threat to the security and happiness of the rest of us? Are we doing the best we can to check the forming of delinquent habits and to turn his energies and interests into pursuits that are permissible in society as now organized and that will release him from his anti-social drives? Above all, are we agreed upon the most effective measures to prevent children from becoming anti-social and delinquent?" — From *Progress Report*, issued by the New Jersey Juvenile Delinquency Commission.

"Leisure time provides opportunity for one of life's most enriching experiences—the making of friends. A beautiful sight or experience is twice as beautiful when shared with a friend. On the streets, in the factories, in the rooming houses, in the schoolroom and even in the church many lonely people may be found. Being a friend is one of the finest leisure time activities."—From *Youth Action in the Use of Leisure Time.*

"We are coming to realize that there must be in the new leisure some room for self-direction, for grown-ups and children alike; that recreation can be too much regimented, and too exclusively pursued in artificial groups. . . . As in many other forms of community enterprise, emphasis in the field of recreation is now being laid on helping individuals to develop their own programs in accordance with their own tastes and desires, rather than in developing patterns into which the individual must fit."—*Joanna C. Colcord in Your Community.*

Dramatics for the Camp Community

Some informal suggestions are offered
the inexperienced dramatics counsellor

By KATE HALL
Washington, D. C.

THE FIRST JOB of dramatic counseling in camp is likely to prove a distinct shock to the well-trained

dramatics person, particularly if she has had experience in producing and directing for only college or community groups. So much that has been considered of primary importance must be forgotten or dispensed with; so much that seems new and strange must be learned. The job here is not professional, in the usual meaning of that word. It is a recreational-educational job, and as such its aims are different from those of the professional theater, even before the special camp problems within the wider recreation program are taken into consideration.

What would you think of the following as a fairly comprehensive definition of camp (or any recreational—educational) dramatics? "For the purposes of a summer camp program, dramatics may be considered a recreational-educational activity which has as its purpose the provision of opportunities for the development of the individual and of the group through increasingly satisfactory participation in dramatic activity of either a formal or informal nature."

That probably sounds like a large order, and it is, but there is more to come when the special problems of camp recreational activity come to be considered. You see, when Thespis gets to camp, she is likely, along with the rest of us, to go a bit wild. The poor dramatics counsellor, whether experienced or not, suddenly finds herself confronted with a situation which calls for immediate and drastic action. Often enough there is little or no material at hand. Hastily she must cast about to find the right thing to do.

Now the job of dramatic counseling is a tough one, not because it is really hard, but because it is different from other forms of dramatic work, even within the recreational-educational field. Time is almost always important in the world of the theater, but in camp it becomes a particularly troublesome problem. First of all, something new must be planned for every evening in the week, including Sundays, if the dramatics counsellor is in charge of all evening recreation, as well as play production—and she almost always is. Next, a suitable place for preparation and performance must be found. And finally, one must somehow get hold of the performers for rehearsal. This is no easy matter, since dramatics usually has to take a subordinate place to sports in camp life. This last fact must be faced, and made the best of. It is the normal thing in outdoor life and is probably a good thing for most of the children involved.

Some of the Problems

Scarcity of time plus scarcity of equipment equals what? There you have a neat little problem for the young counsellor to solve. The whole business becomes largely a matter of improvisation, adaptation, makeshift and ingenuity. Often the project must be put over by sheer force of personality.

Here it is Monday, the opening night of camp. As dramatics counsellor you are probably in charge of that program, even though it will most likely be given over to games and singing, so that the children may get acquainted. Tuesday night, if the weather permits, you are planning a camp

"In the field of human relationships the camp may make a significant contribution to the spiritual growth of the individual. In a camp where the dominant note is joyousness and a zest for living there will be many opportunities for the development of spiritual qualities. This expression may take the form of the construction of beautiful things from actual materials, or it may use dramatics, dancing or poetry as its medium."—From *The Place of the Organized Camp in the Field of Education*.

fire; one of the counsellors has agreed to tell some stories and the dancing teacher to give a short solo performance. On Wednesday night, however, you really must bring the children actively into the program. They must feel that they, and not the counsellors, are to be the active force in the summer program. The director has probably suggested that you work up a little play or pantomime.

At first, forty-eight hours seems a terrible short time for preparing a dramatic performance, but later in the summer you will come to be thankful for such an unusual dispensation of Providence. There is nothing you can do about it tonight until the children have gone to bed. Then, if you can catch the harassed head counsellor, you must snatch a few minutes with her to go over the lists and decide which children will be best to use in the opening performance. In itself this is a ticklish problem. If you are new to this camp, it will be twice as hard.

You and the head counsellor must thrash out such questions as these: Shall you use old campers who have done things like this in their former summers and can be quickly licked into shape for entertaining purposes? Or would it be better to draw the new ones in at once, not only to see what they can do, but to make them feel right away that they are an active factor in the camp life? Should you mix the groups in order to help them get acquainted more quickly, and perhaps run the risk of having the experienced actors run away with the show? Shall you use the younger children at the risk of boring the older, or vice versa? If you use several groups, how are you to get them all in for rehearsal? Would it be better to have an outdoor or an indoor performance? (If you plan to have it out of doors, you must always reckon with the weather and be prepared to adapt the show to an indoor presentation at the last minute.) Shall you use a set play or pantomime and hope to get the children to learn it in such a short time? Or would it be better to improvise something? Can you depend on the group you have chosen to help with the improvisation, or will most of the burden fall on you? Where will you get the costumes? The scenery? Is there a make-up box in camp? What general tone should be given to camp dramatics, anyway? And how on earth are you to get hold of these children

for rehearsal? As you will see, the answers to these questions will involve a neat balancing of the educational and entertainment factors in the situation.

Tomorrow will be a full day in the camp calendar: the water and land sports will be organized; the children must be divided into age and ability groups; trunks must be unpacked, shacks cleaned and straightened; the group must be initiated into all the details of camp routine. You yourself probably have charge of a shack of children. You will have to supervise all their comings and goings for several days at least, until they are thoroughly used to things. Also, if the staff is small, you may be doing some other jobs as incongruously mated with dramatics as office work for the director or teaching swimming or tennis. Wednesday is likely to prove almost as busy, and there will be shifting arrangements in the schedule, and all sorts of emergencies to meet. Somehow on Tuesday you must get a dramatic performance for Wednesday night under way. This first performance will be of great importance to you in your new job. It has to "go over big." And not only that; you have to be planning ahead for Thursday and Friday and all the other nights, and in two weeks' time your first big show of the season is scheduled. In addition, and of far greater importance, is the effect on the children of this opening performance and still more of their part in it. Time is remarkably telescoped in camp. The spontaneous reaction of the children actors, stage hands and audience toward this first night's performance may well indicate the success or failure of the entire summer dramatics program as an integral and meaningful part of the total program.

Now all these problems seem quite different from those you have met with in other situations. Things are even more confused and hurried than in the average public school, where at least you know where to find your actors when you have time to rehearse them! However, there is much to be said for your comfort: such a job can be done and done well, because it has been done many times in just such situations.

A Lesson from the Italian Strolling Players

Perhaps you will remember the *Commedia delle Arte*, those delightful Italian strolling

players of the fifteenth and sixteenth century? Their method was almost entirely improvisation and adaptation. You may find that you can learn a great deal from their methods. A *Commedia delle Arte* troupe was made up of a number of actors and actresses, each of whom had become identified for professional purposes with one type of character. Most of these had definite names, and all had completely defined characteristics. You will remember Pantolone, the Doctor from Bologna, the Spanish Captain, Arlecchino, the maid servants, the zanies, Columbian, and others.

Now, these people had no set speeches, no script from which to study their lines or business. Likely enough they would arrive in a town in the morning and set up the show—a bare platform stage with little or no equipment—in the market square. The head of the company would post at the entrance a brief scenario of the story to be acted that day, the actors would glance through this, and the play would begin. The scenario served only as an outline of the action, to keep the incidents arranged coherently and in a sequence that made for the best dramatic interest. The players, finding themselves in a given situation, were expected to use their own wits in devising extempore dialogue and pantomime. In the course of time each of these actors must have become a wizard at invention, and the troupers acting together for some time would be able to play upon the theme of the story with agility and humor. But in spite of their proficiency in dialogue, their real stock in trade was pantomime—the suggestion of meaning by a gesture or a glance, and above all the creation of a character by bodily posture and movement.

Just such a method as this might prove very fruitful to you in your present situation. Suppose you devise a set of scenarios and set your children to fill them out with pantomime and gradually with interpolated dialogue, until at last they are capable of making up animated conversations on the stage. Another idea

"What is a play, and why do people like to make plays? A play is not real life. It is a kind of game played by people who are pretending to be somebody else, in a place that is pretending to be another place, in a time that is pretending to be another time. . . . People of all ages love to play this kind of a game, and to watch other people play it; and they have always liked to do this ever since the world began." — *Marguerite Fellows Melcher in Offstage.*

would be to concoct a "serial" scenario and carry your same set of characters over from week to week. The interest of both children and adults in continued-next-week radio programs is witness that such a method would not prove displeasing to your audience at any rate. I should be careful, however, not to

use any of the stock characters from contemporary comic strips, animated cartoons or radio programs, as the stories and acting are likely to become merely repetitious and imitative. Either story book, legendary or historical characters set in situations which give rise to considerable action and well-defined characterization, or "every-day" characters with whom the children are familiar, set in ordinary or extraordinary circumstances with the same requirements, would be productive of more originality and spontaneity. As for your actors, this method would give the group who is handling the "continued story" a chance really to grow in the art of pantomime and the improvisation of dialogue. No training could be more valuable for a group of children who are especially interested in acting—and there is always such a group, clamoring to "be in" every dramatic performance you give. In addition to the increase in knowledge and skill which might come as a result, the recreational value of dramatics as an outlet for joyous self-expression would not be easily forgotten or lost in using methods such as those outlined above.

Creative Dramatics

Of much the greatest value, of course, is the type of dramatic method known in the progressive school and recreation systems as "creative dramatics." It is very difficult to succeed with creative dramatics, however, unless dramatics can be established in your camp as a regularly scheduled activity, either for a specially interested group or for all the campers who may need it. Given this, your points of emphasis will depend on the needs as well as the aptitude of the group, but you will probably want to give as much all-round training as possible, in the short time allowed by a

camp season, in acting, production, and in the making or creating of original plays.

This type of dramatic activity is much more difficult for the counsellor than simply producing plays for an audience at stated intervals, but it has obvious advantages for the participating group and will prove delightful and stimulating to the audience as well, if skillfully handled from the beginning. The young actors not only receive a broader training in expressing character and situation through flexible use of the body and voice, but they also learn at the same time to make their own plays (so much more fun than playing somebody else's play!) and to produce these plays themselves. In addition, you have had a chance at straightening out various personality difficulties through the excellent therapeutic value inherent in this type of dramatic work—an aim which should never be lost sight of in any type of recreational-educational dramatics.

If the level of entertainment for the camp group is not quite up to par, never mind. Remember that your children have had a fair start toward becoming creators in the theater, or at least toward having a creative attitude toward it. This does not mean that you should encourage or even permit careless or slipshod work; you must expect and get from the children the best of which they are capable at any given period, but only an encouraging attitude on the part of the counsellor is likely to bring such a condition about.

When, because of pressure of time and other activities, it is not feasible to conduct an informal but regular class such as the one here described in a particular camp group, perhaps a similar plan, combined with the giving of regular plays for the entertainment of the camp audience, may work. At any rate, a little "creative experiment" never hurts any group at any time. While this type of dramatic work is being tried in the more progressive schools and recreation centers throughout the country, camp people do not want to lose the opportunity to carry on the good work, and to initiate it for those children who have

never had a chance for this kind of self-expression. Camps avowedly exist for the purpose of developing both the minds and the bodies of children, and for giving them a chance for a good and wholesome time during the summer. If they are to do any dramatic work, beyond simple entertainment, which has its place very definitely in the scheme of things, if understood as such, they will develop more skill, practice more self-reliance, and enjoy themselves more in the creative dramatics field than by just producing plays, however skillfully they are rehearsed and presented by the director.

However, in many camps, even this combination may be difficult to achieve amid the exigencies of the sports program. Moreover, in the majority of camps the dramatics counsellor is asked to stage as many plays and to use as many children as possible, and at the same time to take the children out of the schedule no more often than she absolutely has to. She does not have the campers in a class where she can continuously and progressively help them to make and produce their own plays; so she must have on hand a stock of ready-made plays available and useful for this kind of production. Anyone who has tried will agree that assembling this material is not so easy as it may sound.

Plays to Use

Many of the plays which are best adapted to camp use carry royalty, and the camp which can or is willing to pay for these is very rare. In cases where the royalty charges refer to any kind of production, it is best to write directly to the author or to his publishers to ask them for a reduction. Sometimes, when the production is strictly within the camp audience group, no charges will be made. Sometimes a reduction is granted, and often the fees for one-act plays are quite small anyway, usually about \$5.00. In other cases, there will be a statement in the copyright of the play that the royalty applies only to performances where there is a paying audience. If this is true, the director won't need to worry, of course.

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"If drama has been right, if it has given satisfaction to a group, then as the bus comes to take them home when camp is over, they will be saying, 'Good-by, Rosalind!' 'See you next winter, Wendy!' The great pleasure of all the arts lies in happy recall. This is as it should be, for the mother of the arts was Memory. From Memory the arts came and they will live again in minds enriched by their presence, if they are truly her progeny."
—Abbie Graham in *The Girls' Camp*.

Our National Pastime

WHATEVER its stimulating effects generally may be, there seems no doubt America's national game inspires widespread interest at this time of the year on the Broadways and the Main Streets alike.

This is baseball's one hundredth's year of official existence. Because an active boy decided to improve on his favorite outdoor game by adding the factor of running, modern baseball had its beginning. Abner Doubleday could not have foreseen that the result of his experiment would be a highly specialized game played on a nation-wide scale and thrilling millions of Americans from March to October.

Every year about this time the American sports fan is subject to an awakening of his baseball consciousness. While he goes about the monotony of his daily work, often in weather still bitterly cold, a part of his mind is in sunny Florida, Louisiana, Texas or California, while his favorite baseball team is preparing for the rigors of the coming season. The newspapers keep him informed as to the condition of his established stars, the possibilities of newcomers for strengthening the team, the squabbles between owners and players over salaries, and give him a line on the relative skills of his favorite club by reporting the results of early practice games.

Always, with much fanfare, a civic dignitary will toss out the first ball, and a season of 154 games per season will be on. Months later the team winning the most games in the American and National League, respectively, will meet in the World Series. The first team to take four out of seven games wins the world's championship.

Baseball's Interesting History

Despite the tremendous interest in baseball — al-

This year all over the country baseball will celebrate its centennial. What's back of it all?

By VINCENT FARRELL
Recreation Director
West Side High School
Newark, New Jersey

It is always a matter of pride to a city when boys who played their first games of baseball on the community's playgrounds develop into big league players. And many of the nationally known players were playground boys. In Sacramento, California, for example, the following World Series players were all former participants in the Sacramento Winter League program: "Stan" Hack, Chicago; Joe Marty, Frank Demaree, Myril Hoag. Alexander Kampouris, son of a Greek barber, was a player on the high school team. Henry Steinbacker of the Chicago Sox also played on the Sacramento playgrounds. "The Great Mails" of Cleveland was a Sacramento lad. Earl Mc-Neeley of Washington, World Series hero, was at one time a playground director.

most every town and hamlet in the country has some kind of baseball team, amateur or professional—relatively few modern baseball fans know much about the colorful history of baseball.

Abner Doubleday is popularly credited with the founding of the game, and baseball's "Hall of Fame" is located in his home

town of Cooperstown, N. Y. Actually baseball is a combination of the English games of cricket and rounders. The influence of cricket is perhaps the strongest, although because of the difficulty of gathering enough cricket players living in one locality to make up a match, cricket never attained a great popularity in this country.

Early baseball had no bases at all, as does cricket, and the first bats were simply boards whittled down to fit the hand with a flat hitting surface in the general style of cricket bats. The cricket term "hands," for "innings," was used in early baseball, and the pitcher, who was forced to pitch underhand as in cricket, was allowed a short run before releasing the ball. The player or team hitting the ball most often in a set number of tries was the winner.

Doubleday added the base, calling it "One Old Cat." In the early game the batter was required to run to the base and back after hitting the ball. He was out when touched or hit with the ball between home and the base. There were usually only two boys on the team.

Later, as more boys began to play, two more bases were added and the game was given the name *baseball*.

Alexander J. Cartwright, one of Doubleday's playmates, who was studying draftsmanship, created the diamond, setting the bases ninety feet apart and the pitcher's box forty-five feet from home plate. The distance between the bases has remained the same but

the pitcher's box has been moved back to sixty and one half feet from home plate.

As the bases were added the number of players grew. In addition to the pitcher and the catcher, a player was added to each base and a roving fielder installed. Then came the outfielders, and the roving fielder found his place because most players were right-handed and naturally hit more balls in that direction than any other.

A feature of "Town Ball," immediate predecessor to baseball, was the pelting of the runner with the ball. Instead of throwing to the bases or tagging the runner, "Town Ball" called for the fielders to *hit* him with the "pill." Thus "Bean Ball" is one of the oldest institutions in the national pastime.

Doubleday invented bases, cut the sides down to eleven, and had the fielders throw to the base or tag the runner to make the put outs. From 1839 to 1845 batters used wagon-tongues, rake and axe handles, and branches of trees for bats. The first custom-made bat was ordered by Pete Browning, a slugger with the Louisville Club, in 1884. It weighed forty-eight ounces and was thirty-seven inches long.

Early Rules of the Game

Under early rules a team had to score twenty-one runs to win the game, regardless of the number of innings, but each team had to play an equal number of innings. From 1839 to 1900 the rules were being changed constantly, but there has been few important rule alterations since the turn of the century. The Knickerbocker Club of New York was the first organized baseball team and played the first match game in 1846, winning 23 to 1 in four innings.

The first intercollegiate game was played between Williams and Amherst in 1859, and in the same year 1,500 persons paid the first admission price (50 cents) to see a baseball game between Brooklyn and New York at the Fashion Race Course on Long Island. Amherst won 66-32 in twenty-six innings, after four solid hours of play. Sixty-five runs were necessary to win the game. Every player on each side had to be put out to complete an inning in those old days.

Abraham Lincoln was the first president to become an ardent fan. In 1860, when a committee of the Chicago Convention called at his Springfield home to notify him of his nomination, he

was out on the town commons playing ball. When a messenger rushed out to him to inform him of his visitors he turned and said, "Tell the gentlemen that I am glad to know of their coming, but they'll have to wait until I make another base hit."

Collegiate baseball contributed one of the game's most important inventions in 1877 when Fred Thayer, captain of the Harvard team, devised the catcher's mask. Credit for the shin guard goes to Roger Bresnahan who first wore them in a game played in 1908. Two years before the invention of the mask, Charlie Waite, Boston first baseman, shocked his colleagues by appearing on the field with a thin leather glove. He was ridiculed as being a "sissy," but he stuck to his glove and in five years the idea had taken root among ball players. In 1890 Buck Ewing, Giant catcher, produced the catcher's mitt.

It Can Never Happen Again!

In professional baseball, at least, there will probably never be a recurrence of a happening in the game between Brooklyn and Philadelphia in 1886. The score was tied at the end of the eighth inning when the umpire raised his hand and announced, "*Game called.*" Both fans and teams gasped with astonishment until the umpire explained, "On account of the supply of balls being exhausted." Six balls had been knocked over the fence and lost!

And On They Go!

The National League was formed in 1876, and the American Association was forerunner of the American League in 1882. The American Association disbanded in 1891, and in 1900 the American League was formed with eight clubs. The National League was reduced from twelve to eight and three years later, in 1903, a national agreement was signed banding the American League with the National League and the National Association of Minor Leagues, as "organized baseball."

From these beginnings began the parade of national heroes — from Napoleon Lajoie, Honus Wagner, Ty Cobb and Rogers Hornsby, to Babe Ruth, Lou Gehrig and Joe Di Maggio at the bat; and from Christy Mathewson, Rube Marquard and Rube Waldell, Grover Cleveland Alexander and Walter Johnson to Dizzy Dean, Carl Hubbell and Vernon Gomez in the pitcher's box.

A Neighborhood Makes Its Own Playground

By

LAWRENCE C. WOODBURY
Boys' Director
Central Square Center
East Boston Social Centers Council



WITHIN A YEAR East Boston, Massachusetts, a neighborhood of 733 families with almost 1,500 children, has attained its objective of obtaining land and constructing a playground for its own use.

It started when a number of socially-minded citizens, including an Italian nurse, a WPA worker with several children, a mother of nine children, five young men and several volunteer leaders at Central Square Center, met to organize a playground association. This group studied the needs of the district, a natural neighborhood of eighteen blocks bordered by the Boston harbor on one side and electric car tracks on the other. Each family was visited, and the names and ages of all children were secured. The need for a safe play area was discussed with the families, who proved willing and ready to cooperate in any project which would improve neighborhood play conditions.

It was found that with the nearest playground one mile away most of the children were playing on the streets, sidewalks, and on the deserted, unsafe wharves near-by. The Police Department reported a high percentage of accidents to small boys and girls in the district. The children were for the most part a destructive group owing to their lack of satisfying, wholesome play opportunities.

The playground association gradually enlarged its membership to a total of twenty-three individuals, all interested in securing the playground so badly needed by the neighborhood. Through the cooperation of S. Max Nelson, general di-

A notable example of successful accomplishment by community enterprise may be found in one of Boston's most depressed neighborhoods

rector of the East Boston Social Centers Council, a conveniently located piece of land containing approximately 15,000 square feet was leased from a savings bank. As the association had no money, the Centers Council agreed to pay the yearly rental fee.

The land secured was once the site of a large factory of which nothing remained except parts of chimneys, iron boilers, cement foundations, and rubbish. In the clearing of this much labor was involved. The boys and young men, realizing the possibility of having their own playground, turned out in large numbers to help clear away the debris. Corner gangs, poolroom loafers, settlement house boys' clubs, and others labored for weeks with borrowed picks and sledge hammers leveling off the land. Fathers came out at night, first to give advice and then, catching the spirit, to contribute their labor as well.

The city's Public Works Department, delighted at this attempt of the citizens to provide a playground through their own efforts, donated hundreds of truck loads of gravel and loaned a number of city welfare laborers to help with the project. These men worked long after hours to complete the grading of the land. A surveyor volun-

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By

JAMES V. MULHOLLAND

Director of Recreation
Department of Parks
New York City

The Multiple Use of Recreation Facilities

THE MULTIPLE use of playground and park facilities is very important in communities where land values are exceedingly high and there are few neighborhood recreational facilities. A superintendent of recreation is always anxious to obtain the widest possible use of all available facilities because of the ultimate value to the neighborhood. A proper layout and design assists the superintendent and the playground director in the organization of the playground activities and aids in eliminating many playground accidents. It is for these reasons that architects and playground executives should confer on the layout and design of all recreational facilities for the widest possible use. Taxpayers, and school authorities also have a vital interest in this matter.

In New York City, careful consideration has been given to this matter. The New York City problem, perhaps, has been more difficult due to the cost of land, density of population, and lack of facilities for all age groups. In a few neighborhoods it was necessary to take care of all age groups on an area 100' x 100'. The

question of apparatus, activities, age of participants, neighborhood cooperation, all had to be carefully considered before recommending a particular layout and design.

Wading Pools

We have found that by designing wading pools for multiple use they can be used for group games, basketball, and volley ball. The wading pools in New York City are approximately 9" x 12" deep at the center. They are practically level, with only sufficient grade to carry off rain water. Nearly all of them are drained towards the center. In one of our large wading pools, at the Roosevelt Playground located at Chrystie and Forsythe Streets, Manhattan, we use the pool during the summer months for wading from 10 A. M. to 5:30 P. M. and then, at 8:30 P. M., after the pool has drained and surface water evaporated, the same area serves for dancing. During the fall of the year the wading pool area is used for basketball, group games, volley ball, paddle tennis, roller skating, and similar activities. In the spring, on this large wading pool, we play softball with a 14" ball. The area is thus used by children and adults at different times according to schedule, and, being floodlighted, it is open until 10 P. M. Our smallest wading pool, approximately 40' x 75', is used during the day by children, and at night by adults. During the winter months the wading pools are floodlighted for ice skating and some are used for snow sculpture and snow architecture.

Wading pools, therefore, form an important part of the design of a playground. Their successful use in New York City warrants careful consideration by authorities of other cities.

Swimming Pools

The swimming pools of the Department of Parks of New York City are constructed in a similar manner for a multiple recreational use. These have been used during the fall and spring for basketball, handball, volley ball, paddle tennis. The backboards and equipment placed in these pools are portable and are removed during the summer months so that the entire area can be used for swimming purposes. Here, again, the facilities have been planned in a unique and novel manner and have proven extremely successful. The dressing rooms of bath houses have been used as indoor game rooms during the winter months, and many of them are sufficiently large to accommodate 400 dancers. A weekly indoor dance during the winter months is one of the activities taking place in some of the buildings used during the summer for dressing purposes in connection with the outdoor swimming pools. The basket system is used, thus providing a large area in all buildings used for dressing and shower purposes.

Other Facilities

The fixed equipment used for such games as basketball, volley ball, tennis, is so affixed to the ground with a sleeve device that the piping can be easily removed, making available the entire area for other games and sports such as softball, modified games of soccer, and roller skating. Parking fields near the Randall's Island Stadium are also marked out so that they can be used for softball when the parking fields are not occupied by cars. Some of the handball courts of the Department of Parks are the back walls of a field house.

Outdoor swimming pools become basketball courts, and wading pools skating rinks and other sports areas in New York City's plan for multiple use of facilities

Handball courts as far as possible are erected in batteries of four to six, and the area in front of the wall have been used for roller hockey and social dancing.

Other facilities used for recreation have included areas under elevated structures such as bridge approaches. In these areas have been installed handball, tennis, and Bocci. It is inadvisable to locate wading pools under elevated structures as it is very desirable to have as much sunlight as possible where wading pools are located. A good example of recreational facilities placed under elevated structures can be found in New York City at the Bronx and Queens approaches to the Tri-Borough Bridge.

We have found that a careful study made by the playground supervisor and architect prior to the development of the play area of neighborhood conditions, ethnical and recreational tastes and desires, the size of the area, the recreational needs of the neighborhood, and the popularity of activities, will bring about a wide use by children and adults of the facilities when they are completed.

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The Green Revolution

By FREDERICK FRYE ROCKWELL

UNHERALDED, unsung, and even unnoticed, the green revolution continues to spread; to gain new converts by the thousand each year. Slowly but surely it has been creeping into our educational institutions. It has gained so firm a foothold in schools, in colleges and even in the primary grades that it appears extremely doubtful if it can ever be weeded out.

Seventy-six million seed, bulb and nursery catalogs were distributed in the United States last year. A single seed house sends out more than 2,000,000 catalogs every year.

Last spring more than 175,000 persons each paid \$1.00 to visit a single exhibition of flowers, the International Flower Show held in New York City. A dozen similar big shows are held each year the country over, not to mention local shows by the tens of hundreds.

The coming of the age of specialization had its decided influence on horticulture and amateurs began to interest themselves in one favorite plant or flower. These enthusiasts presently banded together in national societies for the study and improvement of their chosen specialties. Today strong and influential national organizations exist for the promotion of most of our important garden flowers: roses, peonies, delphiniums, chrysanthemums, dahlias, and many more. Even the lowly gourd has its organized devotees.

A still later phase was the organization of small local garden clubs, for the most part women's clubs. As these increased in number they united into state and finally into national organizations. For two or three decades they have been, and promise long to be, the most vital and effective influence upon gardening in America. The movement was initiated by green-fingered groups in many women's cultural clubs. As the movement

A door may open anywhere;
Upon a wood or path or lawn
Or crowded street or road, or there
Where none pass by from dawn to dawn:
But, if you'd have a mind at peace,
A heart that cannot harden,
Go find a door that opens wide
Upon a little garden.

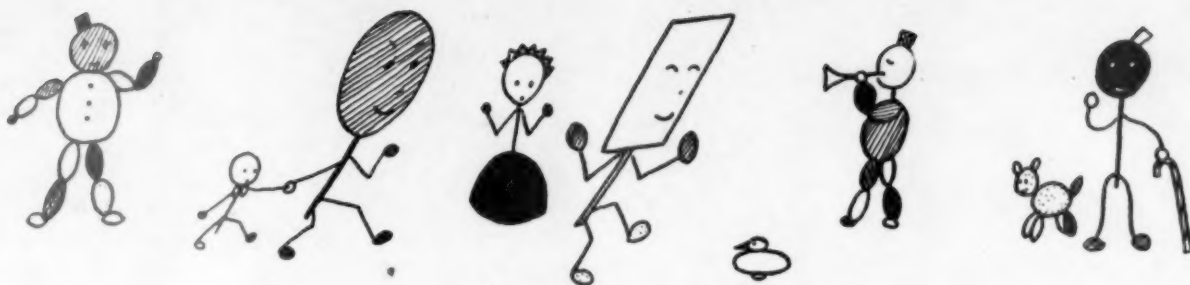
E. M. Boulton.

grew, however, every type of woman gardener found a niche in one of the many organized clubs. Now too the men have organized. The national organization, the slogan of which is "More Pants in the Garden," is publishing an amusing yet thoroughly practical monthly bulletin. Today the American market offers almost too much in the garden field—narrative garden books, personal experiences, encyclopedias, practical handbooks, poetry, monographs, and sectional books pour from the presses in an unending stream.

State colleges and other educational institutions have begun to assume an important rôle in the green revolution. Today a large number of state experiment stations devote much of their energy to ornamental horticulture. Some of the state colleges, such as those of New York, New Jersey, Ohio and California, have attained international reputations for research and discovery, and also in the purely aesthetic side of the garden movement. The Agricultural College of New Jersey initiated the first well organized and really successful effort to utilize radio in the garden field. The Radio Garden Club now conducts two programs each week over a coast-to-coast network.

The green revolution spreads and educational forces of the country in an ever increasing measure give it further impetus. It has its own specific aim—the creation of an America more beautiful. But it has a social significance far beyond this. A country of home gardens is a country of good citizens, a country of men and women who love peace. It would be difficult to overestimate the stabilizing and humanizing effects of the green revolution.

These extracts have been taken from an article by Mr. Rockwell which appeared in the January, 1938, issue of the "Journal of Adult Education." They are published by permission of the American Association for Adult Education.



A Lollipop Land Party

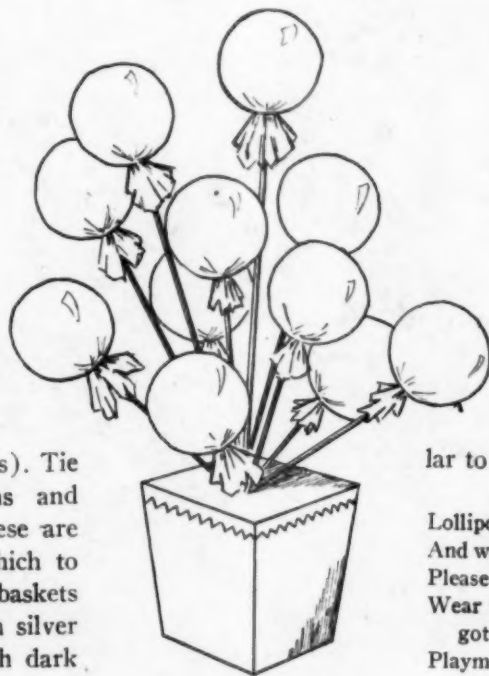
Suggestions for a Mother's Day party when mothers are entertained by their daughters

By JULIA ANNE ROGERS

BACK TO ROMPERS and bibs goes this attractive party where the years drop away and mothers laugh and play together in Lollipop Land. Mothers come wearing sun-suits, rompers, or short dresses and pig-tails, and bringing favorite toys. Daughters appear as nursemaids—a protective rôle which they find delightful. Daughters wear plain dresses, aprons and caps. (Cooking school outfits do very well.)

Room Decorations

The color scheme of this party is pale green, with bright-colored balloons and wall decorations for accent. Cover the ceiling with pale green paper streamers radiating from a central chandelier. Hang balloons among the streamers. Giant pots of lollipops standing here and there in the room are most effective. They are made as follows: A number of long and round balloons (not in fancy shapes or painted) are blown up, tied tightly and fastened to the ends of sticks about 3½ feet long. These sticks may be cut from saplings; or bamboo sticks may be bought at the florist's (price about two for five cents). Tie cellophane over the balloons and fasten with Scotch tape. These are the lollipops. For jars in which to plant them, paint metal wastebaskets or large tin cracker cans with silver paint. Or cover the cans with dark



green or black crêpe paper. Fill jars with sand. The giant lollipops should be made the day of

the party, for balloons deflate if left too long.

The frieze for the walls shown at the top of the page is made of wrapping paper on which are pasted amusing paper figures representing lollipops with arms, legs and faces, and gum drop dolls and animals. To make the figures, cut out circles, ovals and longer pieces of kindergarten paper of various colors. These pieces represent gum drops and lollipops of different shapes. Combine to form dolls and animals. Paint in features, and arms and legs for the lollipops. Another effective room decoration is made by covering screens with light green paper on which have been

pasted some of these lollipop figures. If you do not have the giant lollipop plants, have little evergreen trees in jars, hung with real lollipops. Fill in corners of the room with plants, flowers and foliage.

Invitation

Invitations to mothers are written on pale green paper with amusing sketches of lollipops with faces, arms and legs, similar to frieze.

Come to Lollipop Land

Lollipop Land where the babies all play
And walk with their nurses is not far away.
Please come and see it! And dress as a tot!
Wear the most juvenile clothes that you've got.

Playmates you'll like are all coming too,

Just make a note that we're looking for you!

Place: Hour: Date:

Please bring a baby picture of yourself.

Activities

Upon arrival, children and nurses have their names pinned on them: Baby Marjorie Randall; Nurse, Joan Randall.

Baby Picture Contest. Lay all the baby pictures on a table; put numbers on their backs. Give guests pencils and paper and have them guess who the babies are. Prizes: lollipop, skipping-rope or ball to mothers with best two lists.

March. While a spirited march is played, babies and nurses march in pairs. Bring the line around to form a large circle. All hold hands, then drop them, ready for circle games. If there are more than thirty people at the party, split the circle in the middle to form two smaller circles. Each circle has a leader to direct the games. Then the following jolly games are played:

Find the Leader. Everybody is standing for this game. The player who is "it" is sent from the room while another is selected as leader. When "it" returns and stands in the center of the ring, all the players are tapping feet, nodding heads or doing something else initiated by the leader. The gesture is changed frequently by the leader, while "it" tries to determine who the leader is. When "it" guesses correctly the leader becomes "it" and another leader is selected.

Baby Snooks, the Lone Ranger and the Wolf. Everybody sits on the floor. Divide the circle into three groups and assign to each group a part as follows:

Baby Snooks—"Waaaaa - - - !"

Lone Ranger—"Hi — yo — Silver"

The Big Bad Wolf—"Woooooooo !"

The leader tells the story of Little Red Riding Hood, using these characters named. As each character is mentioned the group waves arms and shouts the proper response. The following story may be elaborated as the storyteller wishes: "Once upon a time there was a charming girl named BABY SNOOKS who was loved by a cowboy, the LONE RANGER. BABY SNOOKS lived near a great forest and in this forest dwelt the big bad WOLF.

One day BABY SNOOKS decided to visit her grandmother who lived deep in the heart of the forest. THE LONE RANGER urged BABY SNOOKS not to go into the forest where the WOLF lived but BABY SNOOKS insisted upon going and would not let THE LONE RANGER accompany her. "I'm not afraid of the big bad WOLF," said BABY SNOOKS as she put on her red cloak and started out with her basket on her arm. But when she entered the forest and saw the eyes of the WOLF gleaming at her from behind a tree she was sorry THE LONE RANGER was not with her. The WOLF followed BABY SNOOKS step by step getting closer and closer, and behind him came THE LONE RANGER. Just as the WOLF was about to spring on BABY SNOOKS, THE LONE RANGER killed him with his trusty rifle, and saved BABY SNOOKS' life. "LONE

RANGER, my hero, you've killed the WOLF and saved my life," said BABY SNOOKS as she fell fainting in his arms.

Game ends with everyone singing "Who's Afraid of the Big, Bad Wolf" from Walt Disney's "Three Little Pigs" (see end of article for publisher).

Little Tom Tinker. Players are still sitting in a circle on the floor. Divide circle into three sections and sing as a round:

Little Tom Tinker was burnt by a
clinker and he began to cry
Ma! Ma! Poor little innocent b'y.

Music for this song in "Twice 55 Games with Music," Red Book. (For publisher's address see end of article.)

Here We Go Round the Mulberry Bush. Players stand in a circle, join hands and move in a circle singing first verse. The other verses are acted out in pantomime. After each new verse the first verse is repeated as a chorus.

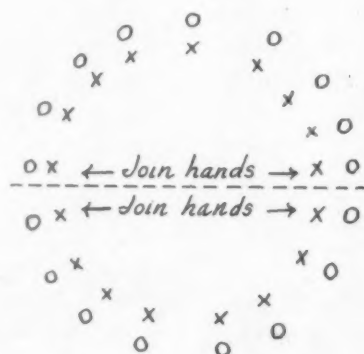
Here we go round the mulberry bush
The mulberry bush, the mulberry bush
Here we go round the mulberry bush
So early in the morning.

This is the way we wash our clothes, etc.
So early on Monday morning.

This is the way we iron our clothes, etc.
(Tuesday)

This is the way we mend our clothes, etc.
(Wednesday)

This is the way we sweep the floor, etc.
(Thursday)



To divide large circle
into two small ones

This is the way we bake the bread, etc.
(Friday)
This is the way we scrub the floor, etc.
(Saturday)
This is the way we go to church, etc.
(Sunday)

Music for this song is in "Twice 55 Games with Music," Red Book.

Jump, Jim Crow. Still standing in circle, players are instructed by the group leader on the simple motions for this delightful singing game:

Jump, jump and jump, Jim Crow!
Take a little twirl and then away we go!
Slide, slide and stamp just so
Then you take another partner and you jump Jim Crow!

Music and actions for this song are in "Twice 55 Games with Music," Red Book.

Hunt the Slipper. Players sit on the floor in a circle. The slipper may be a ball, a beanbag, paperweight, or some other easily handled object. Players hold their hands behind their backs, going through the motions of passing an article from hand to hand. The person who is "it" sits in the middle and guesses who has the slipper. Whom-ever she catches becomes "it." Do not let a game of this type run on for any length of time with the same person "it." Ask for a volunteer and relieve the unsuccessful player before she becomes tired or embarrassed.

Flowers of Lollipop Land. This is a guessing game played with pencil and paper while the players are still seated.

An amiable man—*Sweet William*
The pulse of the business world—*Stocks*
A bird and a riding accessory—*Larkspur*
A pillar of a building, a syllable that rhymes with dine—*Columbine*
A flower between mountains—*Lily of the Valley*
A dude and an animal—*Dandelion*
The place for a kiss—*Tulips*
A wild animal and a bit of outdoor wearing apparel—*Foxglove*
A lot of sheep—*Phlox*
What he did when he proposed to her—*Aster*
The person to whom she referred him—*Poppy*
A favorite object for winter sports—*Snowball*

Prizes: Small bouquets of lollipops in lace-paper frills.

Intermission. Players get up, move around and talk.

This party, arranged for from sixteen to sixty persons, is one of a number of such events described in a book on Parties and Programs for Parents' Days by Miss Rogers to be published at an early date by the National Recreation Association. The Lollipop Land Party, as well as many other social events described in the book, may be successfully used on other occasions.

Gum Drop Dolls. Everyone sits on the floor, wherever she happens to be. A piece of newspaper or a paper towel or paper napkin is given each person to work on. A tray containing gumdrops of different sizes and shapes, pipe cleaners, matches, toothpicks and cloves is passed around. See who can make the best gumdrop doll.

Paper Dolls. Instead of the gumdrop dolls you may prefer paper dolls. Pass around colored kindergarten paper and ask each person to tear out a paper doll.

Lollipop Lady. Soft music is heard. (Suggestion for music is given at the end of article.) The overhead lights are turned out, leaving only low lights burning. The Lollipop Lady comes in. She wears a billowy dress of light green tarlatan and a cap of the same material which floats in a short veil. Small gold bells are sewed at the bottom of her dress and crescent moons of gold paper are pasted here and there on the dress. Her belt is a gold ribbon. Her perfume is that of a flower—some fresh scent such as lily of the valley. She carries a tray on a ribbon around her neck, or a basket on her arm, full of lollipops. She smiles radiantly, tossing lollipops to each child and to each nurse.

Refreshments. These are passed around on trays by some of the nurses. They consist of sherbet in cups, on plates, and cookies cut in the shape of animals and dolls. On each plate have a lace-paper doily on which is pasted a picture of a baby face cut from a magazine. Napkins should have pale green as the principal color. Recipes for sherbet and cookies are:

Lemon Sherbet

2 quarts boiling water
1 quart sugar
8 lemons (more if a really tart sherbet is desired)
White of one egg beaten stiff

Boil sugar and water until clear. Add lemon juice to syrup and strain. Pour syrup gradually into the beaten egg white. Freeze an hour or more.

Doll and Animal Cookies

3 egg whites

1 cup sugar
1 teaspoon grated lemon rind
1½ teaspoon cinnamon
1-1/3 cup chopped almonds or filberts
¼ cup powdered sugar
¼ cup all-purpose flour

Beat the egg whites until stiff, add sugar gradually. Mix the lemon rind, cinnamon and nutmeats together. Add to the egg whites.

(Continued on page 52)

Writing for Publication

By **GEORGE M. ROY**
Editor, "Cactus Cuttings"
Mesa, Arizona

LIKE MANY a favored individual foreordained to success, the Mesa Writers' Club was born of humble parentage, and from its infancy was marked for success. It was sired by an ambitious and energetic director of recreation who, back in the early months of 1937, was looking for new worlds to conquer.

Although he had already originated a large number of widely varying activities in the field of organized recreation, Joseph Smith Jarvis, Parks and Playgrounds Director of the City of Mesa, deep in Arizona's famed Valley of the Sun, had not yet found an outlet for his own secret and suppressed longing to write something. It occurred to him that others, too, might be afflicted with that impelling urge to write which persists in some of us like an exasperating plague. Then why not add a Writers' Club to the constantly lengthening list of clubs and activities? Why not, indeed!

The idea became an actuality on the night of April 11th, 1937, when, at the invitation of Mr. Jarvis, some eight or ten would-be authors met for the purpose of forming a club and outlining a program that would stimulate writing as a form of recreation. Miss Ida G. Wilson, the City Librarian, became the first President and Miss Mary Alice Bell, a teacher in the grade schools, was appointed Secretary. A committee was appointed to draw up a constitution and plans were laid for a membership drive. Meetings were held twice a month in the homes of the members. At each gathering a program chairman was appointed for the following meeting so that variety and quality of entertainment would be maintained. Occasionally guest speakers discussed various phases of writing. Original articles and poems were read by members and then filed in a club file at the library.

Several members of the club succeeded in having articles published, and this gave steady impetus to the desire to do more writing. One evening the inevitable happened. Someone proposed that the club publish a magazine of its own! "Great!" somebody else agreed—"Why

"Why are writers given so little attention in the recreation program?" queries Mr. Roy in submitting his account of the Mesa Writers' Club. We thoroughly believe that such groups as he describes should be given every encouragement, and we shall be glad to have information to pass on about similar clubs.

not?" The decision was unanimous. After several more meetings in which the matter was discussed at some length and tentative plans

were drawn up, the author of this article agreed to act as the editor. The Parks and Playgrounds Board consented to finance the project, and the local high school superintendent generously donated both his secretary and his mimeograph machine to take care of the press work.

A splendid dinner—our first annual banquet—was arranged to herald the introduction of our first volume, with the Parent-Teacher Association acting as caterers. Guests included WPA officials from the state recreation office and friends of club members. That first issue was enthusiastically received. Members mailed copies to all of their friends and clamored for more. A few copies, placed experimentally on the newsstands, quickly disappeared. Soon the edition of 250 copies was exhausted.

The highlight of the venture was the success encountered "back East," last summer when Mr. Jarvis, attending the National Recreation Congress at Pittsburgh, distributed some thirty or forty copies to government workers and recreation leaders from the Eastern centers. Perhaps it was the attractive cover, depicting a typical desert scene—cactus and all—which appealed to the inquisitive Easterners. At any rate, the available copies were quickly taken up and Mr. Jarvis returned from his trip with glowing accounts of the enthusiasm which our little magazine had aroused. He even reported that plans had been made to publish similar magazines in the East as a direct result of our humble contribution. We hope those plans materialized and that magazines are even now being published by writers' clubs along the Atlantic seaboard. We would be happy to exchange copies with any of them.

Early in 1938 the members of our little club began clamoring once more for a magazine and so plans took shape for a second volume. This time, guided by the experiences of our first venture, the articles were chosen with greater care—

(Continued on page 52)

Play Space in New Neighborhoods

IN PITTSBURGH, Pennsylvania, two large public housing projects being constructed in adjoining neighborhoods have afforded a basis for effective cooperation in neighborhood re-planning. Through an arrangement between the city and housing authorities, part of a municipal playground of 5.8 acres on three levels lying between the two sites will be used for housing, and in return the city will receive a new 12-acre area on one level. Among the recreation features to be provided on this area, which will be operated by the city Bureau of Recreation, is an outdoor swimming pool. The city authorities have acquired a site immediately adjoining the field on which they are to erect an elementary school which will contain an indoor swimming pool. Thus through cooperative planning the people will have the benefit of a level recreation area more than twice the size of the former playground, and it will be available for both school and community use. A junior playground of 1.3 acres is being built in one of the projects. Cooperation in Pittsburgh is being facilitated by the fact that the chairman of the housing authority is the city councilman in charge of the park and recreation bureaus and that officials and technicians of the local city planning commission are also serving the housing authority.

This example of cooperative planning for recreation space is taken from the appendix to the report "Play Space in New Neighborhoods" recently brought out by a committee appointed by the National Recreation Association at the request of the Society of Recreation Workers of America. Unfortunately, this type of planning has not characterized many public or private housing projects in the past, according to the committee's report. In fact, in its statement of the play space problem the committee says:

"Present building practice offers a hope that adequate light, air and open lawn areas will be provided in new housing projects. Yet there is little indication that the new neighborhoods being created are to have adequate open space suitable for and permanently dedicated to

A committee report on standards of outdoor recreation areas in housing developments

The committee responsible for preparing this report consisted of George D. Butler of the National Recreation Association, Chairman; C. E. Brewer, Recreation Commissioner, Detroit, and E. Dana Caulkins, Superintendent of Recreation, Westchester County, New York. Copies are available from the National Recreation Association at twenty-five cents.

recreation use. Well kept lawns and shrubbery have aesthetic value but they are no substitute for active play space. Unless definite steps are taken to establish properly located recreation areas of suitable size and development in new neighborhoods cities will be obliged to acquire such areas later at much greater cost."

Holding that the responsibility for seeing that recreation needs are not overlooked in the planning of new housing developments, the committee states that the responsibility for meeting the problem is a common one shared by subdividers, public housing

authorities, city planning commissions, recreation departments, city councils, school authorities, and the taxpayers.

The report presents a body of recommendations, outlines the principles which guide its suggestions and then offers a detailed discussion of the requirements and standards involved in recreational planning for housing developments.

Recommendations

The committee presents the following recommendations for the prevention of past mistakes and the assurance of well balanced outdoor recreation for people in new housing developments:

1. In the initial conception of any housing project, due consideration for the recreational needs of the people to be housed, in consultation with local authorities responsible for city recreation service.
2. Play lots within each block or for each group of dwellings except in developments where backyards are provided for individual families.
3. Within each neighborhood whether composed in part or entirely of the housing development, a properly situated playground.
4. A playfield for young people and adults within easy reach of every housing development.
5. Wherever practicable, utilization of space not occupied by buildings for informal recreation.
6. Consideration of indoor recreation facilities.
7. Consideration of the problems of operation, maintenance and leadership.

Fundamentally a Planning Problem

The three principles underlying the above recommendations are: first, that provision of recreation areas in housing projects is primarily a problem of city and neighborhood planning; second, that intelligent provision of outdoor recreation areas demands an understanding of their types, essential functions and requirements as to size, location, design and facilities; and third, that the need for indoor recreation facilities must also be considered and that they must be planned in relation to the outdoor features. Furthermore, it is essential that methods of financing and administering areas and facilities be considered.

The essential elements in the planning of a neighborhood unit of a city are the playground, school and indoor recreation center which serve as a focus of the neighborhood and its common life. The solution of the recreational needs of persons to be cared for in new housing developments should be approached from the standpoint of *neighborhood* play space requirements. This principle has been recognized to some extent by public housing authorities.

Many agencies share in the responsibility for providing outdoor recreation spaces. It is not the province of this report to suggest the division of responsibility but it does hold that only as each agency, public and private, understands, accepts and meets its share of the responsibility can recreational needs be met. Studies of local recreation needs must be the basis for sound, cooperative planning. Some recreation areas in housing projects have proved unsuccessful because developers did not understand the essential functions of areas and their requirements.

Essential Types of Areas

Of the several types of municipal recreation areas essential to a well balanced public system, three have special application to housing projects. They are play lots, playgrounds and playfields.

The play lot is the substitute for the backyard. In general, it should be provided in the central open area within each block or adjoining each group of dwellings. In projects serving family groups such a lot should

be provided for every thirty to sixty families. The required space for the play lot is from 1500 to 2500 square feet. This presents no serious space problem. If the play lot is not restricted to children up to eight, some 2000 to 4000 square feet may be required. In the play lots should be a few pieces of simple, safe and attractive apparatus such as chair swings, low regular swings, low slides, a sand box and simple play materials.

For children from five to fifteen there should be a children's playground located at or near the center of the neighborhood where it may be reached easily and safely from all the homes. In densely built up sections no child should be obliged to go more than a quarter of a mile to reach the playground. A desirable space standard is that of one acre for each one thousand population. In most neighborhoods an area between three and five acres is needed. The playground must have good design and effective development including such features as an apparatus area, open space for informal play, fields and courts for games, an area for quiet games, crafts, etc., shelter house, wading pool and possibly a play lot for the very young children. In the past a common mistake has been to develop exceedingly small playgrounds which create difficult problems of administration, discipline and maintenance. A single large playground, designed on a functional basis eliminates the shortcomings raised of small play areas for older children.

In order that young people and adults may have an opportunity for recreational activities within walking distance, there should be a playfield within a half mile to a mile of every home, the distance depending upon the density of the population. Ten acres is a minimum size. A playfield should be provided for at least each 20,000 of population and there should be at least one acre of playfield for every 800 people.

In addition to these features every multiple family development affords opportunity for introducing on the building site a number of recreation activities which do not require the setting aside of special spaces, which involve very little if any construction or maintenance costs and which can

(Continued on page 53)

The Advisory Committee assisting in the preparation of the report were: Frederick J. Adams, Professor of City Planning, Massachusetts Institute of Technology; F. Ellwood Allen, Specialist in Recreation Facilities, National Recreation Association; Charles S. Ascher, Secretary, Committee on Public Administration, Social Service Research Council; Louise P. Blackham, Recreation Consultant, Hillside Homes, New York City; W. Burke Harmon, Real Estate Operator; Seward H. Mott, Chief, Land Planning Division, Federal Housing Administration, and Clarence S. Stein, Architect.

The National Recreation Association

ON APRIL 12, 1938, the National Recreation Association arrived at the ripe old age of thirty-two. Today the Association is interested in the promotion of satisfying recreational opportunities, not only for little children, but for people of all ages, all races, all colors, wherever they may be. It is interested not only in physical activities, important as they are, but also in every other form of wholesome, developmental, leisure-time pursuit, calculated to give answer to the deep hunger of human beings for expression, the absence of which in their lives may mean a choking of the best that is in them—a form of spiritual death.

Broadly speaking, the National Recreation Association is concerned with the leisure-time problem of America.

The National Recreation Association wants to see many things happen, many advances made. It wants to see the establishment of recreational facilities and services in all communities of the land wherever they may now be non-existent.

It wants a keen appreciation by all school authorities of the great significance of growing leisure to human life and to the future of America, together with the direct implications for education inherent therein.

It wants to see communities ready to open to young folks ample opportunity to continue with their music, art, craft work, their nature, dramatic, reading, civic, social, and physical activity interests during free time.

It wants to see civic organizations, dedicated by their constitutions to civic service, become increasingly active, cooperatively active in efforts to persuade public officials to get the right conception of the recreational needs of the people, and then to appropriate adequate funds therefor.

It wants to see a children's playground within a quarter mile of every home in built up sections; a neighborhood park and playfield for every 15,000 to 30,000 of the population in larger cities, and at least one such in smaller places; a baseball field for every 5,000 of the population; a tennis court for every 2,000; a swimming pool 60 by 150 feet for every 15,000 persons, but accommodating more if the pool is larger, with at least one pool for every community; an indoor center in every major section of a community. Also many other

Looks to the Future

By EUGENE T. LIES

This month the National Recreation Association will celebrate its thirty-third birthday. It is, therefore, an appropriate time to publish these extracts from an address made by Mr. Lies, a member of the staff of the Association, at the Regional Recreation Conference held at Louisiana State University last spring.

fine things to meet the carefully ascertained needs of the people.

The National Recreation Association wants to see well trained workers everywhere, not merely caretakers, not mere cheap political appointees, but persons chosen on a merit examination basis and continued in their jobs on a merit-checking basis.

It wants to see great advances in cooperative thinking, planning, and action in reference to the leisure-time problem. This hope applies to the getting together of public officials and boards, also to the getting together of such public officials and boards with private or semi-public agencies plus schools and churches.

It wants to see, in every state of the union, a home rule statute to permit municipalities to go as far as the people want to go and are willing to pay to go in providing for their recreational needs.

It wants municipalities to pass regulations requiring a reasonable percentage of the area of every new subdivision to be set aside for recreational use by the people.

It wants to see more volunteers of the right type, especially hobbyists, enlisted in both public and private leisure-time agencies.

It wants to see organized more and more citizen groups who will relate themselves helpfully to public recreation in their communities.

It wants to see more summer recreation systems expanded into year-round systems—since people go right on living during the spring, fall, and winter seasons.

(Continued on page 53)

You Asked for It!

Question: What has been the experience of recreation workers in using amplifying systems in their recreation programs? For what types of programs are they especially effective? Does the expense make them prohibitive or do they pay for themselves in the added effectiveness of the programs? What about upkeep?

Answer: Over eighteen months ago the Recreation Association of Boulder, Colorado, purchased a portable sound system which we have found indispensable for use at many of our events. We have used it regularly for twenty-one different types of social gatherings throughout the year as follows:

The weekly free social dance held at Central Center originated through a demand of twenty-five young people for cheap, wholesome dance surroundings. As we were paying for the sound system at that time, we made a charge of five cents per person per evening. The dance has grown to an average attendance of 220 people per night, and it is now free. A collection is taken up at each dance to purchase floor wax. Floor managers, hall monitors, and parking custodians are chosen by the group to assist the two recreation leaders. The music selected is from the most frequently requested popular tunes. Following the termination of the dance season in the spring, the dance committee gets together at an informal banquet. Washington Recreation Center and Lincoln Recreation Center each have a dance night during the week, and enjoy both folk and social dancing. This is also free and the average attendance is fifty-six. Two afternoons per week elementary grade children are enjoying folk dancing through recordings at Central Center. The marionette players, whether playing to a group of fifteen or fifty, use the microphone because of ability to maintain a natural voice with consistent volume.

For P.T.A. meetings, clubs, church groups, and other social gatherings, the system is invaluable for dinner music, dance accompaniment, and voice.

A discussion group of young people meets each week to hear the Forum of the Air, have their own discussion afterward, and dance to popular tunes for a social period.

Santa Claus inaugurates the season on December first, and the public address system is used for

greeting him on his arrival. We furnish appropriate music prior to the arrival of the band and Santa Claus riding on the fire truck. The address system is then used by Santa Claus in interviewing his little friends, and most of all in bringing together children and parents separated by the crowd. During the week preceding Christmas the system is placed in a car parked near a street light in the business district, and carols are played for an hour and a half. One church used the Christmas records for their Christmas Eve services.

At the close of the Yule season comes the Twelfth Night ceremony when we use the microphone for amplification of choral singing and solos. It would have been very difficult to keep people at a safe distance from the huge bonfire of Christmas trees without the use of the system.

In directing activities at large picnics and club outings, instrumental numbers and voice amplification assist considerably in the program and the direction of games. The Annual Easter Egg Hunt is conducted with a minimum of disorder because of the control of children made possible through the use of the loudspeakers.

The annual Hallowe'en party for the school-age children of Boulder is held in two sections at the University of Colorado Field House. One thousand six hundred children attended the party in 1938. Public address systems are a necessity in both the smaller group's activities in the women's gymnasium and the larger children's activities in the field house.

The high school play day held in May is more easily controlled from a central point of view with the aid of the amplifying system to announce winning groups, special attractions, and to maintain a festive spirit.

The football games at the high school are announced throughout in the collegiate manner. The softball leagues are conducted with the aid of the public address system for the games as they progress, music between games, and special announcements. This keeps the sound system busy from four to six nights each week during the summer, but only after the playgrounds have closed for the day.

(Continued on page 53)

WORLD AT PLAY

School Center Activities

HIGHLAND PARK, Michigan, reports that from the beginning of November 1937, all of the schools, including the high school and Hackett Field House, were open for gymnasium, auditorium, and pool activities in the evening. Participating in the evening programs were over sixty organizations including clubs, fraternal organizations, Camp Fire girls, Girl Scouts, Boy Scouts, church, and youth groups. The workshop in one of the schools was open to the public for the third successive year.

Playgrounds and Reading

FROM time to time the Association receives information regarding efforts which are being made to interest playground children in reading. In Long Beach, California, for example, directors at various times have operated book clubs with duly appointed officers. A recommended book list from the public library a block away from one playground was posted on the bulletin board, and reports were given at the weekly meetings by members who had read any of the books. Points were given for the activity which counted toward the playground certificate. Another director at Long Beach reports an effort to work out a lending library, borrowing books from the public library and loaning them to the children. Still another director arranged to have a long banquet table indoors with magazines and a few children's books on it. This table was particularly popular in the heat of the day.

May Day—Child Health Day

"THE health of the child is the power of the nation." This will be the slogan of May Day—Child Health Day 1939, which as usual will be sponsored by the Children's Bureau, Washington, D. C. It is the hope of the Bureau that community groups will arrange for the presentation to the public of child health needs in the community, for planning by interested groups of joint efforts for advancing child health during the year, and for launching new child health projects. It is urged that school children as a climax to the year's

health education program will show by exhibit, demonstration, organization, and plays what they have learned about safeguarding their own and the community's health, and will celebrate in festivals and games the progress made during the year.

Winter Sports Popular

THE Union County, New Jersey, Park System reports that on Sunday, January 15th, 21,000 skiers, coasters, and tobogganists swarmed over the hills at Galloping Hill golf course. From early morning until eleven o'clock at night these winter sports enthusiasts were gliding down over hill and incline. Few accidents were reported. In most cases, states the report, either carelessness or lack of courtesy were contributing factors in the injuries which did occur.

A Bird Sanctuary for Durham

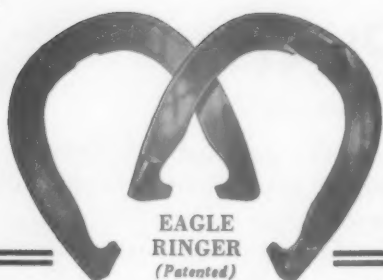
A BIRD sanctuary of 16.8 acres, initiated in Durham in 1938 and nearing completion, will be a unique addition to the city's recreational facilities. The park was built to attract wild birds and wild life and will provide a splendid opportunity to study wild bird life which will be attracted to the area by feeding stations, bird houses and by trees and shrubs planted there.

More Facilities for Oakland

THE Oakland, California, Recreation Department, reporting achievements for 1938, states that through WPA help the \$1,400,000 master project was drawn up and approved, giving the city through the next few years an opportunity to build facilities in keeping with the growing population.

An Easter Breakfast Table Contest

AN attractive feature of the annual Philadelphia Flower Show is the Easter breakfast table contest in which women's clubs of the city participate. Each club provides a table and furnishes it completely with china, table linen and centerpiece. The display, roped off, is easily visi-



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ble to visitors who enjoy expressing opinions on the entries. Two of last year's most successful entries expressed, respectively, the religious and the non-religious aspects of Easter. The first table was set with heavy white damask and delicate gold-banded white china. An exquisite small modernistic statue of the Madonna in clear colors surrounded by a low arrangement of narcissuses formed the centerpiece. A prayer-book bound in white and gold lay on the table. The other table had plum color and gold as its theme. The centerpiece was purple anemones and yellow calendula in a low bowl. The china, a charming rough pottery in a lighter shade of plum, appeared to advantage on mats of wisteria colored linen. There was an amusing pottery dish in the shape of a hen, in which colored eggs were piled.

Activities for Girls—The Recreation Department of Evanston, Illinois, is providing many activities for girls. There are forty-five after-school or early-evening clubs with varied programs, with approximately sixteen girls in each class. Many of the leaders are college girls employed part time. About once a month the leader accompanies the girls on an outing either at club time or on a Saturday. At Christmas time each club made three doll houses to be presented to welfare agencies for distribution. Activities for women include classes in gymnasium, volley ball, tap dancing, swimming, bowling, badminton, handcraft, piano instruction, softball, and hockey. Opportunities are offered for mixed groups in badminton. A shelter house was open for winter use with heat provided and a WPA leader placed in charge. Here roller skating, old-time dancing, social dancing, ping-pong, and table games were conducted.

Rural Teachers' Open House—As a gesture of friendliness and appreciation of the cooperation of community friends and parents of the students in their classes, the teachers of rural St. Louis County in Minnesota introduced, three years ago, the Teachers' Open House. To this event adults of the community are invited to enjoy the winter play areas and facilities at night following which entertainment of one sort or another and refreshments are provided by the local school faculty. The Teachers' Open House has been most heartily enjoyed by the community and faculty alike. In many communities it is fast becoming a tradition and a "looked for" event. Twenty-three of these events were given by the teachers last year.

Music Week, May 7-13, 1939—Another Music Week is approaching as the National Music Week Committee again makes its appeal for a widespread observance of the week through active participation, concert attendance, and listening in the home to the better type of musical radio program. As in previous years the National Committee recommends the featuring of American music since the occasion offers an appropriate opportunity to give recognition to our American composers and to acquaint the American public with their work. The Committee further urges American communities to encourage their local music groups. Orchestras and bands, whether professional or amateur, glee clubs, mixed choruses and chamber music groups, school or adult, are all an asset to any city or town, and are not only a stimulus to the cultural development of the individual member but also a means for enriching the life of the community.

The National Music Week Committee, whose headquarters are at 30 Rockefeller Plaza, New York City, has available a number of pamphlets and other material which will be helpful to local groups promoting observances. Information regarding these publications may be secured from Mr. C. M. Tremaine, secretary of the Committee.

Playgrounds First!—Edward J. McCormick, M.D., Grand Exalted Ruler, Benevolent and Protective Order of Elks, places playgrounds first in the list of services which local Elks carry on.—From *Survey*, February, 1939.

News from Los Angeles—Touch football is proving a safe and satisfying substitution for the regulation sport for an army of Los Angeles boys, according to an announcement issued by the Playground and Recreation Department. Thirty-five playgrounds were reported in the touch football tournament conducted in all sections of the city, with the grand play-off between the winners in eight sections of Los Angeles scheduled for December 10th. The interplayground tournament was held for 10th, 11th, and 12th grade boys in a number of high school auditoriums. Other boys from nine to fourteen years of age competed in intramural touch football leagues organized within each playground.

The Lamp Clubs, which offer every Los Angeles girl between the ages of nine and sixteen years not a member of a character-building club an opportunity to affiliate with a municipal group, are



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to be expanded. There are now thirty-four such girl groups in the city. Membership entitles a girl to go camping, to learn woodcraft and nature lore, and to acquire skill in arts and crafts, home-making, and citizenship.

Chicago Recreation Commission Receives Budget Increase—The Finance Committee of the City Council of Chicago, Illinois, with the approval of the Mayor has increased the appropriation to the Recreation Commission from \$20,000, which was received by the Commission last year, to \$25,000 for the present calendar year.

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Camp Education—The December, 1938, issue of the *Phi Delta Kappan*—a journal for the promotion of research, service, and leadership in education—is devoted to the subject of camp education. It contains a number of articles on the subject of camping by Elmer D. Mitchell, Bernard S. Mason, Dr. Henry S. Curtis, Joseph E. Maddy, L. H. Weir, and others. Copies of this issue may be secured from the executive offices of *Phi Delta Kappan* at 2034 Ridge Road, Homewood, Illinois, at 35 cents each.

ADVENTURING in NATURE

• A venture in a comparatively new field of activity for the recreation movement, *Adventuring in Nature*, by Betty Price has already received favorable mention by nature specialists.

With its suggestions for simple collections, playground museums, nature trails, informal exploring trips, nature clubs, games, handcraft, and other activities, the book offers a wealth of information to recreation workers, club leaders, and camp counselors.

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National Recreation Association
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Unique Community Center Developments in England—The magazine, *Community*, the Journal of Social Science in Birmingham, England, tells of the organization of the unemployed into community clubs. These were known as the Feathers Clubs inasmuch as the insignia of each club carried the "three feathers" of the Prince of Wales crest. These clubs aimed to meet the occupational and recreational needs of the family as a whole and, when there was a nursery school available, the parents of the children automatically became eligible to membership, subject to approval of the house committee.

In 1934 a Feathers Club Association was formed to coordinate the activities of the present clubs and plan for additional clubs in the future. Unemployment was at first a requirement for membership but is no longer so. The majority of the members have now regained employment. Each club has its workshop and is equipped to meet the occupational needs of its unemployed members. The clubs are in a position to link themselves up with other social organizations, joining in their classes and interchanging activities. These clubs are self-governing and almost entirely self-supporting except for the salaries of leaders.

Midyear Park and Recreation Conference—The annual Midyear Conference of Park and Recreation Section of the League of Wisconsin Municipalities was held in Madison on January 25th and 26th. Among the topics discussed were the following: Does nature study provide recreation? Who is liable for accidents in your parks? Where should you locate your parks and recreation facilities?

Boys and Girls Week—The 1939 observance of Boys and Girls Week will begin on the morning of April 29th and conclude on the evening of May 6th. From the National Boys and Girls Week Committee, Room 950, 35 East Wacker Drive, Chicago, Illinois, may be secured an illustrated folder known as the Advance Herald for Boys and Girls Week which is designed to stimulate interest in the event. There is also available a manual of suggestions giving detailed instructions for the carrying out of the program outlined in the Advance Herald. Copies of these two publications may be secured free of charge from the Committee of which S. Kendrick Guernsey is secretary.

The Irene Kaufmann Settlement Celebrates Its Forty-fourth Anniversary—The Irene Kaufmann Settlement of Pittsburgh, Pennsylvania, of which Sidney A. Teller is director, received from Henry Kaufmann an additional gift of \$100,000 recently. Since 1908 Mr. Kaufmann has given more than \$2,000,000 to the Settlement which was founded by Mr. and Mrs. Kaufmann as a memorial to their daughter, Irene. This year the Settlement is celebrating its forty-fourth anniversary, and at its annual meeting it presented a "living" annual report which consisted of demonstrations of the work of the Settlement instead of long reports, speeches, and statistics.

An Indian Village—A large and modern trailer camp is being erected in connection with the New York World's Fair in which there will be many recreational facilities. An Indian Village is being planned where parents may leave their children under the care of practical nurses and recreation workers. For others there will be facilities for shuffleboard, horseshoe pitching, handball, and a large outdoor swimming pool. Other recreational facilities will consist of a library with a reading room, a game room, and an outdoor movie.

Dancing in Richmond—The Bureau of Parks and Recreation, Department of Public Works, Richmond, Virginia, is stressing the organization of dancing groups. Square dancing clubs are being successfully organized, and two are in operation with twenty to twenty-five couples in each. There are two social dancing clubs with a membership of two hundred older boys and girls who meet each week. The social dances are supervised by leaders from the Bureau, and there are present chaperons from the neighborhood.

An Annual Spring Festival—The thirteenth Annual Spring Festival of the English Folk Dance and Song Society of America will be held on the afternoon of April 29th at the Seventh Regiment Armory, Park Avenue, New York City. Of this annual festival John Martin, dance critic of the *New York Times* says, "It constituted one of the major dance events in New York."

Over 600 dancers from various Eastern centers will participate that afternoon. By far the greatest number participating are adults, the majority of whom do the English dances as a hobby



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and find that they offer them exercises and a highly enjoyable recreation of a social nature. The festival climaxes the season's dance activities and offers a spectacle of great beauty. The program will include Morris, Sword and Country Dances, the latter both English and related American. A large number of the country dances this year will be danced by the entire body of participants at one time. This massed dancing is considered one of the highlights of the festival because of its great beauty of color, movement and pattern.

Mrs. Arthur O. Choate is chairman of the Festival; Miss May Gadd, Director of the Society, will direct the program. Information may be secured from the headquarters of the Society at 15 East 40th Street, New York City.

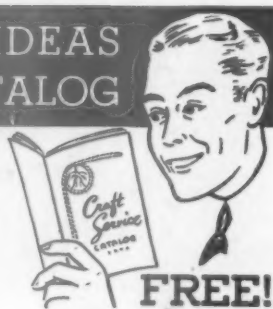
Sunbeams for Footlights

(Continued from page 4)

larger area for spectators, corresponding to the auditorium under roof. There should be no provision made for permanent seats in a theater of this type. The seating in the auditorium, which

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is usually a turf area, should be directly on the lawn, or in portable seats. The element of balance is emphasized by symmetry in this type of theater. Wings and background of plant materials, well-screened backstage area, a definite stage apron, and often a sloping amphitheater, are characteristic elements of the design. In many ways this type of theater corresponds to the "garden" theaters associated with schools and college campuses, and large private estates. Its size, shape and general construction will again depend on existing conditions and needs.

The illustration of a proposed playfield-park for Watertown, South Dakota, shows a theater of the formal type. It is interesting to note here the sloping auditorium, the dry wall forming the apron of the elevated stage, the formal arrangement of clipped plant material wings and background, and the well-screened ample backstage area. There are various approaches both to the auditorium and the stage. The introduction of trees in connection with the screen planting of shrubbery adds much to the sky line and mass effect of the planting.

In the design of a playground theater the relation to other recreational facilities must be taken into consideration. In a multiple use program its function as a theater may be secondary. Every playground should provide some area for quiet games and outdoor handcraft. It is logical to consider the theater either a part of or adjacent to this area. The theater should be removed as far as possible from the vicinity of noisy and active games and should be within easy access to the entrance of the playground. It should never be necessary for children to cross active play areas in order to reach it. If possible it should be convenient to the shelter building or point of control.

Simplicity should be the keynote of the design, regardless of the type of theater selected for the playground. Care must be taken in the selection of plant material from the standpoint of texture, type of growth, and hardiness. The arrangement of these plant materials should be functional as well as attractive to the eye. When not in use the playground theater is a definite landscape feature of the area and is a means of introducing beauty into an otherwise unsightly spot. There are many playgrounds which are bare of trees and shrubs on which it is difficult to visualize such a development. This is especially true in playgrounds exhibiting a pronounced evidence of overuse. Unfortunately all playgrounds are not beauty spots and much can be done to give the necessary aesthetic touch, through judicious and simple planting.

If a playground is fortunate enough to possess one or two trees, or possibly a group of trees in some favorable spot, then these may form the nucleus around which the theater may unfold.

NOTE: The construction of playground theaters will be discussed in a future issue.

May Day Celebrations

(Continued from page 8)

Episode III—Coronation of May Queen. The Herald announces the coming of the May Queen and her court. The procession is led by the shepherdesses, who form an arch through which pass the Queen, her ladies-in-waiting, the Queen's court, jesters, pages, and flower girls, to the accompaniment of De Smetsky's "Marche Royale." All sing "Happy Days" by De Koven, as the Queen mounts her throne and is crowned with due ceremony. The shepherdesses then entertain the Queen with a minuet. As they finish their dance, the villagers call to the jesters to entertain the Queen, and they do so by characterizing Hofer's "Juggler Dance."

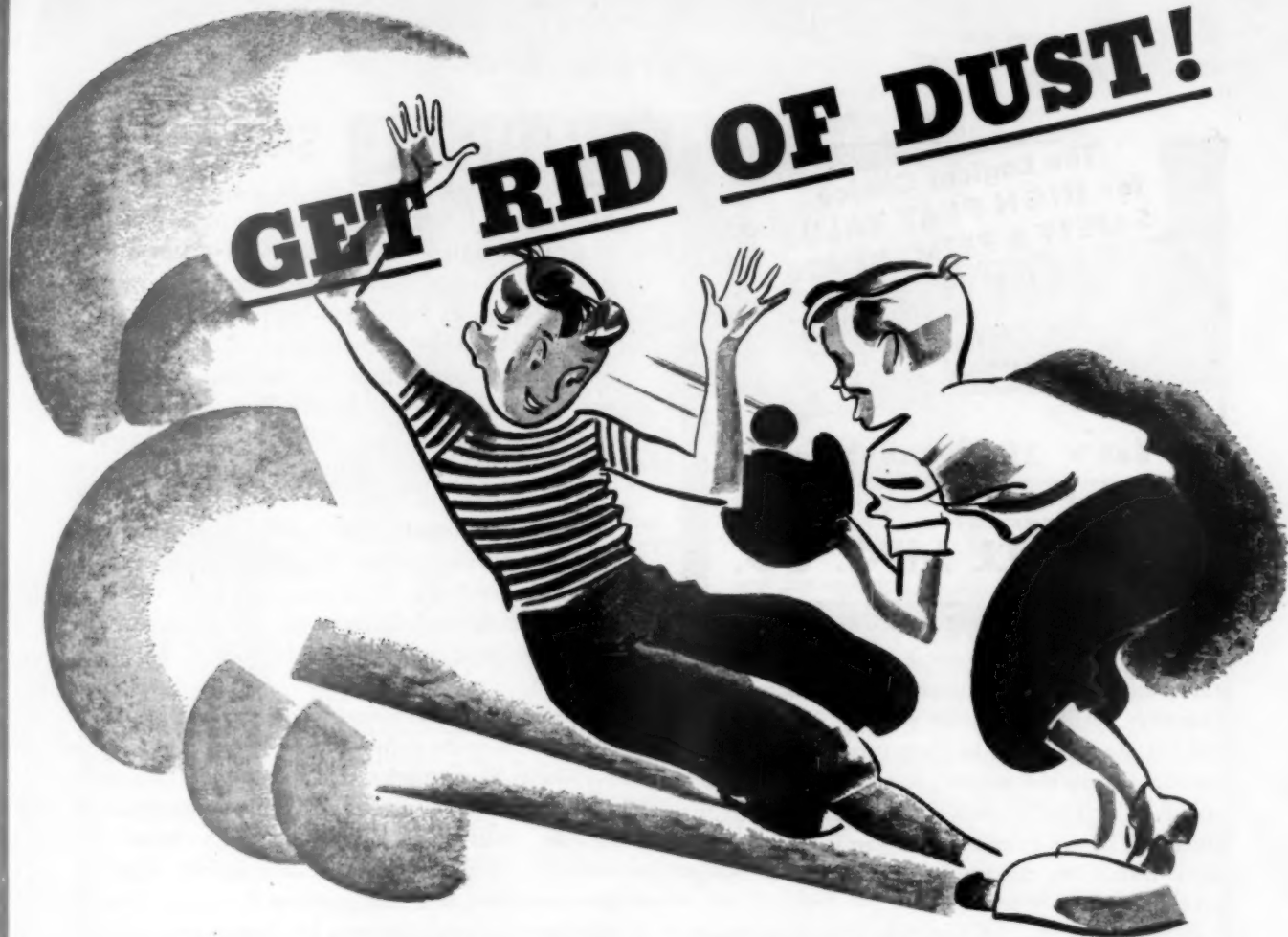
Following this, the milkmaids dance "Gathering Peascods." At completion, a group of gypsies run in and take places for their dance, for which the music of the "Italian Peasant Dance" may be used. At completion of dance, the Burgomaster announces to the crowd:

"Hear Ye! Hear Ye! The Archery Contest! The Archery Contest!"

All archers are invited to participate. The winner will be given a place among the King's Foresters, and he who shoots straightest of all will be given the prize of a golden arrow.

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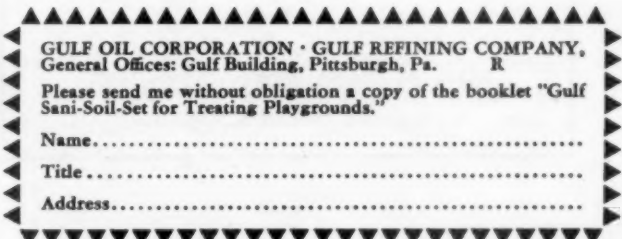
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During the archery contest, the first and second movement from "Round of Country Dances" by Dorothy Berliner may be played. Robin Hood and his Merry Men take their turn in the archery match. Robin, the winner, is awarded the golden arrow, which he presents, ceremoniously, to the Queen. The villagers then all join in the "Morris Stick Dance" to the music of Grainger's "Shepherd's Hey."

Following this, all sing the "Morris Dance

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Philip H. Slocum

ON FEBRUARY 7th Philip H. Slocum, Director of the Joliet, Illinois, Bureau of Recreation, died after an attack of angina pectoris. For fifteen years Mr. Slocum had been in charge of the recreation program in Joliet, and his passing came as a shock to the entire community.

Philip Slocum's first recreational experience was gained before the World War in work with the Y.M.C.A., in New Bedford, Massachusetts, and Newport, Rhode Island. After service in the war he returned to New Bedford where he opened the first community center at Catherine Street School and was active in organizing recreation activities for boys. Two years later, in 1921, he went to Richmond, Indiana, to take charge of the recreation program. In 1923 he took up his work in Joliet.

Speaking of the widespread influence Mr. Slocum exerted, the *Joliet Herald News* said:

"Philip Slocum possessed a rare gift of organization, a surpassing ability to win the cooperation of any individuals or groups with whom he worked. Whether he was developing a single child's interest in a new game or directing a league of four thousand players, he always successfully attained his objective. The players inevitably benefited from their association with the recreation director. Unconsciously he taught rules of the game of life not found in books. By his own perpetual practice he taught the finest sportsmanship, fair play, self-control. The death of Mr. Slocum was mourned today by men high in city affairs, and by men and women and boys and girls who loved him as their playtime leader."

Song" by German. As they finish singing, the shepherdesses take their places and dance "Green Sleeves." Upon completion, the revellers take center of stage and proclaim:

"Come all ye lads and lasses,
Join in the festive scene,
Come dance around the Maypoles
That will stand upon the green."

As all groups run to the Maypole and remain in place, the Queen's attendants dance to Schubert's "Greeting." When they finish, they give a signal to the Maypole dancers to commence their dance. At completion of the Maypole dance, all sing De Koven's "Farewell to Old Sherwood."

The Herald then announces the end of the revel, all groups triumphantly leave the stage



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in the following way: Jesters, Queen, her attendants, Burgomaster, Robin Hood and his Merry Men, dancing groups, and villagers. The music for the recession is "The Village" from "Scenes Poetizue" by Gedard. This is played until groups are completely out of sight.

NOTE: The important thing to remember in this festival is the spirit injected into it by the May Day merry-makers, all of whom remain on the scene after completing their dance. This spirit reaches a high climax of expression when all cheer and applaud after each dance or song. Quiet, eager interest is evinced by all during each number, which should progress without any stops or breaks.

Science Indoors and Out

(Continued from page 12)

General Electric Company awarded the Science Department of the Elizabeth Peabody House its Thomas Edison Medal for outstanding work in promoting science activities for children.

Now opportunities for enlarging our science work open up almost every day. We are convinced that science, indoors and out, offers

one of the best possible opportunities for children. It aids their general educational development, helps them to a keener interest in life, and points out that interest toward a creative future, either as a vocation or avocation. Equally important is their fresh young interest in present constructive activities, their acquaintance with nature and its wonders, and a resultant awareness of the possibilities of creation and conservation which help to make them responsible young citizens. Such training cannot help but have an important effect on their characters and daily lives and make them better able to plan for and direct their own future.

Leadership, Organization and Program Making in Boys' Club Groups

(Continued from page 19)

part of the club program. Just as the leader should be alert to discover new and expanding interests, so he should be alert to observe waning interests and to foresee the death of an activity. When he

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sees that the boys are losing interest in something they have been doing, he should guide them in making new program plans.

The leader should freely use the abilities of persons with special talents in guiding the development of the program. It is not at all necessary for a good leader to be a jack-of-all-trades in leisure time activities. Obviously, the leader should seek to develop his knowledge and abilities along all the lines of endeavor which the boys may undertake, but he should also not hesitate to use persons in the community with specialized abilities when the effective development of the program calls for specialized knowledge and skill. Leaders should not attempt to give boys the impression that they know everything. Often the fullest growth possible comes when leader and boys set out to acquire together certain informations and skills. All club work should be a process of mutual sharing, learning, and enjoying.

Dramatics for the Camp Community

(Continued from page 24)

However, there is a growing list of short and entertaining plays for children which carry no royalty. Such lists may be obtained from the National Recreation Association or from the National Service Bureau of the Federal Theater Project, WPA, 1697 Broadway, New York City.

Since many of these plays are scattered through various more or less expensive anthologies of one-act plays, the best thing for the young dramatics counsellor to do is to type, during the previous winter, copies of all the useful plays she can get hold of in the public library or borrow from friends and acquaintances. Several carbons should be made of each play for the use of the leading actors in the camp production. (Hand copying by the children, after the play is cast, causes a distressing delay in beginning rehearsals, and also reduces by just that much drudgery the fun of the whole proceeding.) On each manuscript there should be careful notes as to royalty and publishers. In this way the director may build up an excellent library of plays suitable to camps. Of course, when plays can be obtained inexpensively printed, it is highly desirable to have them in this form.

There are also a number of good books on the various phases of directing, producing, and

teaching dramatics that should be included in the camp dramatics counsellor's personal library. If I were able to own only a few books which would help me as a director of camp dramatics, I believe I should choose the following volumes first: *Creative Dramatics*, Winifred Ward; *The Process of Play Production*, Crafton and Royer, or *Acting and Play Production*, Andrews and Weirick; *Seven to Seventeen*, Alexander Dean (plays); *Ritual and Dramatized Folkways*, Jasspon and Becker (plays), and Constance D'arcy Mackay's books of children's plays. If in addition the dramatics counsellor owns a good book or two of ballads and story poems, and has stored in her head (or on paper if necessary) a fund of appealing stories full of action and dramatic possibilities, she should have plenty of literary dramatic material to last for quite some time. The rest of her material is a thing of imagination, and if she has that, she really will not have to worry too much about the limited library she may happen to have available.

Plays which are useful for camp should usually be lively and full of action, the speeches short, the parts fairly evenly divided among the various actors, the costumes easy to improvise from the materials at hand, and the setting simple and capable of quick change. Also, when the camp is for only boys, or only girls, it is necessary to find a play in which it is not too hard for the children to play parts that would normally be assigned to the opposite sex. This would mean cutting out the all-too-common type of comedy in modern dress.

In planning the whole program for the summer, it is also best to provide for variety in the kind of plays to be given, so that the dramatic fare may be well balanced. The plays need not be of uniformly high calibre, but there are enough good plays for children available to prevent the necessity of resorting to trash. Even when entertainment is the chief end in view, camp dramatics can be kept at a fairly high intellectual, moral and artistic level. It is the responsibility of the camp dramatics counsellor to see that this level is maintained, not only for the sake of the audience, but more particularly that the campers participating may benefit to the full by working in a worthwhile dramatic atmosphere.

NOTE: Miss Hall's article will be continued in the May issue of RECREATION.

Recreation Activities in State Parks

RECREATION PROGRAMS in state parks under the leadership of Works Progress Administration workers are proving very popular, according to a résumé prepared by WPA at its Washington headquarters. The experiences on which the report is based cover at least six states and approximately twenty-five parks within these states.

In most instances the recreation program operated by WPA is sponsored by the state agency in charge of state parks usually called the State Department or Division of State Parks. From one to seven leaders are being supplied to an individual park according to its size, attendance, and the type of program conducted. The leaders are usually under the supervision of the WPA district or county or area supervisor in whose territory the park is located.

There are no reliable statistics available on the individuals coming to the parks and participating in the programs. It is estimated, however, that from 45 to 65 per cent of the participants are adults. Park attendance varied from 10,000 for a season in one park to 60,000 for one week end in another. The individuals included campers who stayed overnight or for a longer period, tourists who were in the park for only a short time, and people from near-by communities who came to the park for only special occasions.

The recreation program is operated mainly in the summer for periods of about seventy-five days. Many of the state park officials, however, have become so enthusiastic over the program that they have asked to have it carried through the winter.

The duties of the recreation leaders in the parks vary greatly, including the following: acting as host or hostess; planning a recreation program and directing people in activities; keeping a bulletin board or some other means of informing the public on the activities offered; organizing people of neighboring communities to attend programs in the park and to use the park facilities for their special events, festivals and play-offs of league games, and organizing leagues and groups among the campers in the parks.

The recreation program includes a wide range of activities—nature study, arts and crafts, puppets and marionettes, hiking, camp fire programs, community singing, dramatics, festivals, games and sports of all kinds, horseback riding, first aid instruction, swimming and water sports, and winter sports.

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A Neighborhood Makes Its Own Playground

(Continued from page 27)

teered to make the proper grades, and near-by factories loaned drills to break up the cement and iron pipes.

When all the preliminary work was completed last fall, the playground association sponsored an opening ceremony. This included a monster parade in which 700 children marched, some of them carrying placards which read: "1,455 children and no playground, so we made one." The other placards read: "Play is life for the child." Field day contests at which public officials officiated were also a part of the program.

The playground association, in a series of meetings, has planned for future developments. Starting this spring there will be handball, volleyball, tether ball, baseball practice, horseshoe courts, and paddle tennis for the older boys and girls. There will also be several bocci alleys for the Italian fathers and a small children's area with sand boxes, swings, and slides. Activities will be supervised by members of the association with the help of several Central Square Center volunteer leaders who live in the neighborhood. During the winter the association sponsored two dances at which a considerable sum of money was raised for playground equipment.

The entire project aside from reaching its main objective, that of giving the many children in the neighborhood a safe place to play, has accomplished much in addition. It has to its credit the splendid achievement of having changed the attitude of many individuals. Boys who formerly had a reputation for destructiveness are now working to improve the playground. Parents, now educated to the value of wholesome play and recreation, are taking full advantage of the many opportunities at the settlements and recreation centers.

The Multiple Use of Recreation Facilities

(Continued from page 29)

We have found it advisable to hard surface all of the play areas of limited size in congested areas as such a type of development will serve a great many more people than it will if the earth surface is retained. An asphalt surface of a play area of sufficient size in a

(Continued on page 52)

Twenty-five Years Old

A FAMILY SUPPER and neighborhood program featuring activities of the rural countryside was a fitting opening ceremony on February 5, 1939, to the twenty-fifth anniversary and founding of the Little Country Theater, at the North Dakota Agricultural College, Fargo. The famous little theater, founded by Alfred G. Arvold, was once a dingy, dull chapel. It is today a country life laboratory typifying the average neighborhood community center in a small town or the open country.

During the four days which followed opportunities were given for the public to inspect the theater and study its operation; plays were presented; demonstrations in make-up, costuming, sound and lighting were given; and a speech clinic held. Addresses and symposiums on various phases of drama and rural social life were other features of the program. From throughout the state came 4-H Club puppeteers, talented individuals representing rural community and homemaker clubs, bands, choruses, and other musical groups—all examples of home talent that had been developed in rural communities.

Membership of a male chorus which performed consisted of eight farmers, three farm laborers, two painters, two teachers, two students, a clerk, mail carrier, minister, carpenter and blacksmith. The representative of one community not only told how he had made a violin from a cedar fence-post, but also played it. On display were hobbies of rural folk including a mounted butterfly collection, miniature stage settings, marionettes, character dolls, lighting effects, and rare books on the theater and country life.

The climax to the silver jubilee celebration was an evening devoted to "Plays of the Yesteryears," highlighted by a series of tableaux and short excerpts from many of the dramas that had been presented in the Little Country Theater in years past, including such well known productions as "Little Women," "Peter Pan," "Peer Gynt," "Elizabeth, the Queen," "The Good Earth," "Dr. Jekyll and Mr. Hyde," "Cappy Ricks," "David Harum," and others. Taking part in the program were college students and graduates who came from many communities, representing many vocations.

It was a gala event and a great tribute to the Little Country Theater and the influence it has had on the lives of individuals and communities.

Magazines and Pamphlets

Recently Received Containing Articles
of Interest to the Recreation Worker

MAGAZINES

- Minnesota Municipalities*, February 1939
"Crookston's New Winter Sports Arena"
- Camping World*, February 1939
"Summer Camp Insurance, Fire Insurance—Part I" by Norman M. Godnick. This is the first of a series of articles on camp insurance appearing in *Camping World*.
- School and Society*, February 11, 1939
The Association of American Colleges and the Social Security Act
- School and Society*, February 18, 1939
"The 'Love of Strenuous Activity Among College Women' Myth" by Mary C. Baker
- Progressive Education*, December 1938
"Some General Characteristics of Adolescence" by Caroline B. Zachry
- Character and Citizenship*, March 1939
"Beyond School Walls" by Paul J. Misner
"Conservation and Citizenship" by W. P. Beard
"Guidance—A Community Approach" by Agnes Samuelson
- The Journal of Health and Physical Education*
March 1939
"I Have to Teach Recreation" by Mabel Madden
- National Parent-Teacher*, March 1939
"Rating with the Group" by Gertrude Chittenden
- The Regional Review*, February 1939
"The Human Factor in Recreation Planning" by R. C. Robinson
- Junior League*, March 1939
"Why Be a Volunteer?" Mary Cooper Robb

PAMPHLETS

- First Annual Report of the Superintendent of Public Recreation, Bethlehem, Pennsylvania*, 1938.
- Thirty-Second Annual Report, Board of Recreation Commissioners, East Orange, New Jersey*, 1938.
- Twenty-Fourth Annual Report, Department of Recreation, Detroit, Michigan*, 1938
- Annual Recreation Report of the Department of Recreation, Provo City, Utah*
January 1st to December 31st, 1938
- Annual Report, Playground and Recreation Association of Wyoming Valley, Wilkes-Barre, Pennsylvania*, 1938
- Annual Report, Mount Vernon Recreation Commission, Mount Vernon, New York* 1938
- 1938 Winter Bulletin, Department of Recreation, Detroit, Michigan*
- Annual Report, Recreation Department, Austin, Texas*, 1938
- Annual Report 1938, Department of Recreation, Kalamazoo, Michigan*
- Annual Report 1938, Recreation Commission, Plainfield, N. J.*
- Facts About Recreation in Davenport 1938*
Department of Recreation, Davenport, Iowa

- First Annual Report 1938, Kane Playground*
Kane, Pennsylvania
- Annual Report 1938 Park Department, Oklahoma City,*
Oklahoma
- Annual Report 1938, Recreation Department,*
Salt Lake City, Utah
- Annual Report 1938, Department of Recreation,*
Two Rivers, Wisconsin
- Seasonal Report of City Playgrounds 1938,*
Salem, Oregon
- Annual Report 1938, Miles City W. P. A. Recreation,*
Miles City, Montana
- Annual Report 1938, Houston Recreation Department,*
Houston, Texas
- Annual Report of the Delaware County Park and Recreation Board 1938, Media, Pa.*
- Annual Report Board of Park Commissioners for Year*
Ending March 31, 1938, Winnetka, Illinois
- Annual Report Community Service 1938,*
Memorial Community House, Whiting, Indiana
- Annual Report 1938, Recreation Department,*
Portland, Maine
- Homestead District Playgrounds, Supervisor's Report*
1938, Pennsylvania
- Annual Report 1938, Bureau of Recreation, Department*
of Public Works, Pittsburgh, Pa.
- What's Ahead for Rural America?*
Youth Section, American Country Life Association,
March 1939, 744 Jackson Place, Washington, D. C.,
price \$.15
- Social Relationships and Institutions in an Established*
Rurban Community, South Holland, Illinois
by L. S. Dodson, Resettlement Administration,
Washington, D. C.
- The Bulletin of The Association of College Unions,*
The Report of Proceedings of the Nineteenth Annual Convention held at the Minnesota Union, University of Minnesota, Minneapolis, Minnesota, December 1-3, 1938.

The Multiple Use of Recreation Facilities

(Continued from page 50)

congested area also makes available an area which can be used by both children and adults for many activities, including roller skating, softball, basketball, and volley ball.

The multiple use of community recreational facilities is extremely important in providing the widest possible use of facilities and in helping to solve problems of children's play and of the leisure of adults.

A Lollipop Land Party

(Continued from page 33)

Chill. Mix the powdered sugar and flour together and spread on a board. Drop nut mixture onto this, knead lightly, and roll out to $\frac{1}{4}$ inch in thickness. Cut out with doll and animal cookie cutters and place on a buttered cookie sheet. Bake in a preheated oven: temperature, 325

degrees F; time, 25 minutes. Ice when cold with confectioner's sugar frosting if desired.

Music for Lollipop Lady: Victor Record No. 11832, dream pantomime from "Hansel and Gretel." \$1.50 plus postage from G. Schirmer Inc., 3 East 43rd Street, New York City. Or secure from your local music dealer.

"Twice 55 Games with Music"—The Red Book. C. C. Birchard and Co., 221 Columbus Avenue, Boston, Massachusetts. Edition containing words and melodies, 25¢; complete edition with musical accompaniment, 75¢.

"Who's Afraid of the Big, Bad Wolf." Irving Berlin Inc., 799 Seventh Avenue, New York City. Or secure from your local music dealer.

Writing for Publication

(Continued from page 34)

and there were more to pick from. The result was a somewhat larger and much more attractive number, although this time we unfortunately used a faulty machine for cutting some of the stencils and so the press work was somewhat less appealing. But we ran more cuts this time and they greatly enhanced the finished work. Our second annual banquet was the occasion of the introduction of our second publication to our public.

One incident serves to illustrate the possibilities of such a project. One of our members wrote a short play called "Meet the Professor" which we published in our second volume. This play so appealed to the boy who assisted with the mimeographing that he asked for permission to use the play in the grade school he attends. One can imagine the thrill that afforded the girl who wrote the play!

The recreational value of our Writers' Club and the stimulating results achieved by our publication have gone far toward popularizing recreational writing in our community. The project has caught the public fancy and each meeting of the club brings added applications for membership. We are doing things, and we are growing. A few months ago we were privileged to broadcast a program over a radio hook-up. That provided a great deal of fun.

Already, with our latest issue barely off the press, plans are being formulated for publishing a bigger and better issue for the current year, with more and better articles and more cuts. The annual banquet and with it the appearance of the current issue of the club magazine has already become a fixed tradition!

We cannot help but wonder why so little attention is accorded writers in our recreation programs. Surely no form of recreation is more

wholesome, more stimulating, and more productive of constructive results, than that of writing. Most people would like to write. Many of them have tried it at one time or another, and would again, if they could receive the stimulus afforded by an organized group such as our Mesa Writers' Club enjoys.

Play Space in New Neighborhoods

(Continued from page 36)

be carried on without leadership. Thus lawns may be used for croquet, badminton, paddle tennis, group games and paved courts and other areas for showers, shuffleboard, hopscotch and other court games. The outdoor areas should be supplemented by such indoor facilities as game rooms, work shops and rooms suitable for parties and a variety of group activities. Both indoor and outdoor facilities and areas should be included in the recreation plan.

Finance and Administration

Some of the most troublesome problems in connection with recreation areas in housing projects relate to finance and administration. Satisfactory solutions for them are likely to be found only as realtors and public authorities sit down and work them out together. It is pertinent at the outset to work out a definite plan for assuring proper operation and maintenance. The problem of leadership should also be faced in considering planning and design. Certain types of play space may better be omitted than provided without adequate supervision. In a number of cities leadership at recreation areas in housing projects is now furnished by the local recreation department.

The National Recreation Association

(Continued from page 37)

It wants to see schools and colleges everywhere cut loose from the rank tradition that star teams must be developed—at all costs—regardless of the rest of the student body, who can merely buy tickets to see the few play and who get exercise only for their vocal cords.

In other words, it wants to see general participation as against meager participation.

It wants to see such agencies as the Y.M.C.A. and the Y.W.C.A., the Boy and Girl Scouts, the Camp Fire Girls, the Hebrew and Catholic centers, and the social settlements flourish.

Finally, the National Recreation Association trusts that in the interests of a still better and

"Roads to Music Appreciation"

By A. D. ZANZIG

A brief statement of the essentials of musical growth for listeners and some descriptions of fundamental ways of proceeding in these essentials will be found in this pamphlet.

Designed to provide a short cut for the leader or teacher to basic insights into the purposes, the choices of music, and the procedures through which he himself can work in this field, it will also serve as an introductory guide for the mere listener and for the recreation or educational director who wishes to gain in a short time a better understanding of what his music teacher or leader is striving to do. A helpful bibliography is given.

Price \$.25

National Recreation Association

315 Fourth Avenue

New York City

more glorious America there will come about general and genuine conviction in high and low places that "Man does not live by bread alone," and further that "Depending upon the use made of it, leisure can degrade or elevate people. . . . It can bring everlasting grief or minister to continuing happiness. The use of this gift of marginal time, by individual and nation, veritably involves human destiny."

You Asked for It!

(Continued from page 38)

The regular Sunday night combined church services in the bandshell are carried through the loudspeakers so that people may sit any place in the park and hear plainly.

At the bandshell the public all-playground demonstrations and exhibits are augmented by sound for musical accompaniment announcements. Talent shows are produced with the playground master of ceremonies in charge. The regular city band concerts held in the bandshell during the tourist season are amplified for solos and announcements by the public address system.

The annual Fourth-of-July "Pow Wow" celebration uses three public address systems for

various group control uses. Ours was used for "barking" in front of the marionette concession.

The public address system is rented to organizations for private dances and allowed to use records free; this pays for the recordings for the whole department.

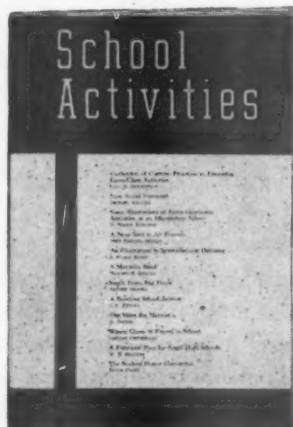
We hope to arrange time for use of the system and the bandshell for quartette and other impromptu singing, and for the development of music appreciation. The police department is considering the use of the system for traffic warnings at downtown intersections. Microphone tests for good speaking and singing voices may be attempted.

Our experiences have shown that best results were obtained through the use of better grade accessories. The sound equipment should reproduce both the high and the low tones equally well. The maximum volume for voice with our unit is twenty-five watts, and for music, eighteen watts. This is sufficient volume to enable people standing a block away to hear clearly. There should be very little record scratch. Feed-back (humming oscillating noise) should not be audible when using the microphone, and when using maximum volume the quality of musical tones should not be distorted. We have found one hundred feet of microphone cable a necessity, as well as two hundred feet of lead-in cable from the speakers with about a hundred feet separating the two. A light pick-up arm on the turntable saves records, as does constant changing of needles.

The wisdom of our investment in this equipment has been proved not only through the cheap maintenance figures but through splendid performance. The original cost was \$148.00 which included an eighteen watt amplifying unit, one turntable, two speaker units, a microphone, a small radio, two hundred feet of wire, and twenty recordings. The turntable, amplifying unit, and recordings were used equipment. We built the turntable box, the loudspeaker horns, and the record containers. Upkeep amounts to about \$14.00 per year. Recordings include folk dances, square dance, popular, novelty, classical, and Christmas music, of which 78 per cent are 22¢ and 35¢ records, and 22 per cent are 75¢ records. From the standpoint of future service it is wise to purchase through a local merchant, or have him build the system. Since most of our microphone uses are for voice amplification we use a directional dynamic type.—D. W. Pinneo, Director of Recreation, Boulder, Colorado.

Why They Subscribe!

What School Activities brought to its readers the past year for only \$2.00!



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The Costume Book for Parties and Plays

By Joseph Leeming. Frederick A. Stokes Company, New York. \$2.50.

HERE IS A comprehensive and elementary book on costuming in which the descriptions of all sorts of costumes are so clear and nicely illustrated that the amateur costume-maker would have little difficulty in following them. There are descriptions of twenty-seven national folk costumes, the costumes of nine historical periods, and the oft-sought directions for the making of many of our most fanciful costumes—from Peter Pan to the Witch who reigns supreme at almost every Hallowe'en festivity. The book will be of special service not only to those concerned with the making of costumes from inexpensive materials but to those who find it necessary to adapt available garments to meet special needs. Simple pattern guides are given for tunics, caps, and other commonly used garments. The 138 illustrations by Hilda Richman are not in color, but the accompanying text describes the color schemes.

How to Win at Checkers

By Millard Hopper. Published by the author at 422 First Street, Brooklyn, New York. \$1.5.

HERE IS A simple guide to skill at checkers for the newcomer in the field who wants to know the purpose of each move he makes. Seven lessons are given in the booklet which is profusely illustrated by diagrams showing the various moves.

The Barnes Dollar Sports Library

A. S. Barnes and Company, New York.

HERE IS A NEW SERIES of books on sports covering the techniques, rules, and plays of our most popular sports, all published at the uniform price of \$1.00 each, and designed for coaches, players, and enthusiasts. Each volume is illustrated. The following books are now available: *Baseball*, by Daniel E. Jessee; *Modern Methods in Archery*, by Natalie Reichart and Gilman Keasey; *Track and Field*, by Ray M. Conger; *Better Badminton*, by Carl H. Jackson and Lester A. Swan; *Basket Ball*, by Charles "Stretch" Murphy; *Fundamental Handball*, by Bernath E. Phillips; and *Football*, by W. Glen Killinger. Further volumes to be included will cover golf, swimming, tennis, skiing, skating, winter games, fencing, boxing, wrestling, etc.

Shellcraft

By Ruth Lippincott Walworth. Bruce Humphries, Inc., Boston. \$1.00.

THE RESPONSE to an earlier edition of this book has led to the publication of this profusely illustrated book which contains an added section on jewelry as well as much of the material which appeared in the first edition.

Folk Songs of America

By Robert W. Gordon. Issued by Folk-Song and Folklore Department, National Service Bureau, Federal Theater Project, 1697 Broadway, New York. \$25.

THIS BOOK, reprinted by special permission of the *New York Times*, includes interesting information concerning the basic origin and development of the American folk song. It is also a comprehensive collection of folk songs themselves—some mountain songs from North Carolina; Negro work songs, spirituals, and "shouts" from Georgia; Negro chants; outlaw songs; jailhouse songs; lumber-jack songs; the old ballads; nursery songs; and songs of the pioneers.

Mr. Gordon not only presents the songs but also explains the mode of their presentation. We are given summaries both of the background of the songs and of their actual use. We learn how Negro spirituals are actually used and developed, and why the songs of cowboys and lumbermen are usually sung after work instead of on the job, as is the case with sailor chanteys and Negro work-songs. Music has not been included.

Encyclopedia of Sports

By Frank G. Menke. Published by Frank G. Menke, Inc., 235 East 45th Street, New York. \$2.00.

MR. MENKE has given us a wealth of information in this encyclopedia representing "filtered facts from 2,000 books and the independent findings of twenty years." Starting with the amazing fact that Americans spend about four billion dollars annually in pursuit of their favorite sports, Mr. Menke gives us information regarding the history and development of games and sports of all types. As a result of his research, the author has come to the conclusion that a combination of running and hurdling was mankind's first competitive sport; that throwing was second, and wrestling combined with punching—the old rough-and-tumble manner of fighting—was the third sport. Field hockey, requiring nothing but a branch from a tree and a pebble, is probably the oldest of games and lawn bowling, its youngest brother.

A Practical Bibliography of Recreational Activities

Compiled by C. O. Jackson. Curriculum Library of the University High School. University of Illinois, Urbana, Illinois.

IN THIS FIFTEEN PAGE mimeographed bulletin a carefully selected and classified list of books, pamphlets, and magazines is given. Mr. Jackson states in his preface that in many cases the bibliographical references have been read and evaluated personally. Where this was not possible, reliable book reviews and recommendations of competent individuals have been accepted. Anyone interested in securing a copy may do so by sending a letter or postal card to the Curriculum Library, 203 University High School, Urbana, Illinois.

Successful Stunts.

Kit 46. Edited by Katherine and Lynn Rohrbough. Cooperative Recreation Service, Delaware, Ohio. \$.25.

Here is a collection of stunts—there are sixteen of them with twenty-five stunt hints—which are both social and dramatic: "social because they enlist a large part or all of the group as participants and their fun depends upon cooperative action; dramatic to the extent that they have plots and are highly imaginative." The recreation leader will find them a helpful addition to his "just-for-fun" library.

Stories for Parents.

By Jean Schick Grossman. Child Study Association of America, New York. \$.05 each.

The Child Study Association has issued the first four of its proposed series of leaflets, "Stories for Parents," designed to present in simple and attractive form material which will help parents of limited educational background in meeting some of the problems which arise in the home. The leaflets are (1) "A Game of Jacks" (a discipline situation); (2) "A Promise" (on keeping one's word to children); (3) "A Happy Day for the Whole Family" (on encouraging children's success); (4) "Dad Comes Home" (a typical "hard times" situation in the home).

Personal Experiences—A Two-Act Play.

By Ada Louise Barrett. Womens Press, New York. \$.35. Royalty \$1.00.

This play, particularly designed for the use of Y.W.C.A. groups, relates the experiences of five girls who are out of jobs looking for employment. There is opportunity for good acting in the play, and there are some amusing situations.

Teachable Moments—A New Approach to Health.

By Jay B. Nash, Ph.D. A. S. Barnes and Company, New York. \$1.50.

A radical departure from the usual book on health, this little volume lays down some simple, understandable rules which may be followed at no expense. Throughout Dr. Nash stresses the importance of play and the provision of adequate facilities, and leaves with his reader the thought that the will to live is the driving force of life in general and of health in particular. "What man needs," he says, "in fact, wants, is scintillating worth-while activities which are balanced by challenging workshop patterns in his leisure."

"The Call to Youth."

National Council of Catholic Women, 1312 Massachusetts Avenue, N.W., Washington, D. C. \$.35.

This booklet contains the seventeen talks of the 1938 "Call to Youth" series conducted by the National Council of Catholic Women in cooperation with the National Broadcasting Company. Of special interest to recreation workers are the discussions of "Youth Creates Beauty," "Leadership of Volunteers," "Youth in Action," and "What Youth Demands."

Social Agency Boards and**How to Make Them Effective.**

By Clarence King, Professor of Public Welfare Administration and Community Organization, The New York School of Social Work. Harper & Brothers, New York. \$1.25.

This book traces the origin of Boards of Directors, defines their functions as they have been developed, cites some of the disadvantages of such boards, and indicates how they should be organized. The subject of officers, board meetings, relations between executives and the board, and other helpful topics are treated in simple and

very readable fashion. A very good bibliography of eight pages is found at the close of the book.

This is a helpful guide for executives who are dealing with Boards of Directors.

Manual of Knitting and Crocheting.

Compiled by Sarah Barnes. William H. Horstmann Company, Philadelphia. \$2.50.

Is knitting your hobby? If so, here is a book you will want! Its publishers have endeavored through it to assist the reader to solve the various problems of knitting and crocheting and "to induce the worker to think for herself." The volume is arranged in five sections with actual photographic illustrations, full working instructions, and detailed charts.

Programs with a Purpose.

Mignon Quaw Lott. Pentagon Court, Baton Rouge Louisiana.

Under this title Mrs. Lott has issued a series of bulletins containing five safety programs which approach the problem from the constructive side and attempt to popularize the information which everyone should have through the medium of entertainment. It is suggested that anyone interested in learning how to secure the material and the expense involved communicate with Mrs. Lott.

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Can You Answer These Questions?

- What are the three general types of playground theaters? On what factors does the type depend? Describe a playground theater of the semi-formal type.

See pages 3-4

- Suggest five possible themes for a May Day program; three English country dances; three appropriate songs. What factors should be kept in mind in building the program? Outline a May Day revel in three episodes.

See pages 5-8

- Describe an indoor program of science clubs possible for a settlement. How may the program be continued at camp during the summer? What may be included in nature instruction programs? What are some of the values of a science fair?

See pages 9-12

- Mention some of the elements fundamental to a successful boys' club program. What must be the chief concern of the leader? List six qualifications essential to successful leadership. Describe two types of groups in their relation to leadership and organization. Suggest an outline for a constitution. List six principles of program development.

See pages 13-19

- Give a definition of camp dramatics. What are some of the problems to be faced in a camp program of dramatics? Why are "creative dramatics" so valuable? What types of plays are best adapted to camp use? Mention a number of sources of plays.

See pages 21-24

- Mention some of the changes which have taken place in methods of playing baseball; in equipment.

See pages 25-26

- To what uses may wading pools and swimming pools be put when not being utilized for water sports? What other facilities not specifically designed for games and similar sports may be used for recreation?

See pages 28-29

- Outline a party given by daughters for their mothers in which from sixteen to sixty people may take part. What refreshments may be served?

See pages 31-33

- List six recommendations designed to help insure well-balanced outdoor recreation for people living in new housing developments. What are the essential types of areas to be taken into consideration?

See pages 35-36

- For what purposes may amplifying systems be used in a recreation program? What accessories are important? What is the approximate cost of upkeep?

See page 38

On Combating Delinquency

“WE must believe that if there is such a thing as combating delinquency it is through the improvement of community conditions, the elimination of demoralizing influences, and the provision of opportunities for constructive activities.”

Francis H. Hiller

“The challenge of crime can be met only if we study it patiently and carefully as a problem that has its roots deep in our social and economic order, and attack it by the utilization of all our social forces, techniques and agencies. Crime is not a thing which we can dispel by some simple formula, by muttering some mystical abacadabra. There is no short cut to a crime-free society. . . . The challenge of crime can be met, but only by the long and hard way of sustained social thinking and social action.”

Austin H. MacCormick

“Adolescents, perhaps more than any other group, need to have their drives integrated around interests which command their full output of energy. They need interests which bring them together in groups for common aims. Lacking such interests, or lacking the materials and facilities for the outlet of such interests, these young people turn to illicit modes of play as naturally as the thirsting man stumbles toward the mirage. It is a violent denunciation of society in general and of education in particular that our average criminal is nineteen years old.”

Alice V. Kelliher

“Until the united forces for good in a community will cooperate in attacking the problems of better housing conditions, beer gardens, gambling devices, salacious literature and a host of other forces derogatory to normal child life, no community should expect an under-staffed, under-financed recreation program to do an effective piece of work. To capitalize properly on the constructive values of the leisure time of our people is a problem of major importance in any community.”

Grant D. Brandon